DOCUMENT RESUME

ED 303 654 CE 051 927

TITLE	Medical Office Procedures: Task Analyses. Competency-Based Education.
INSTITUTION	Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.; Virginia Polytechnic Inst. and State Univ., Blacksburg.
SPONS AGENCY	Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE	84
GRANT	VA-82-C-132-2-AD-001
NOTE	113p.; For a related document, see ED 301 651.
AVAILABLE FROM	Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060 ($6.69).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Business Education; Competency Based Education; *Course Content; Course Organization; Educational Resources; Job Skills; *Medical Record Technicians; *Medical Services; *Office Occupations Education; Postsecondary Education; Program Descriptions; Secondary Education; Secretaries; State Curriculum Guides; *Task Analysis; Vocational Education
IDENTIFIERS	*Virginia

ABSTRACT

This task analyses guide is designed to be used in combination with the "Business Education Service Area Resource" in order to implement competency-based education in the Medical Office Procedures course in Virginia. The task analyses guide contains the task inventory, suggested task sequence list, and content outline for the specific course in medical office procedures. Section 1 of this publication contains a validated task inventory for medical office procedures. For each task, applicable information pertaining to performance and enabling objectives, criterion-referenced measures, and suggested instructional activities and aids is provided. Section 2 provides a description of the business education program that incorporates medical office procedures, a description of the course, a task sequence list that provides a suggested order of the task inventory for actual course instruction, and a course content outline. The instructional topics within the course content outline have been cross-referenced with corresponding task/competency codes from the task inventory in Section 1. A resource list is included in the guide. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED303654

Medical Office Procedures:

Task Analyses

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

F. D. Armstrong

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Commonwealth of Virginia
Department of Education
Vocational & Adult Education
Richmond, Virginia 23216

1984

Review Draft

BEST COPY AVAILABLE

CE051927

CURRICULUM-BASED EDUCATION

GUIDE APPLICATION

These task analyses are based on the following Dictionary of Occupational Titles (DOT) job titles contained in the occupational domain of clerical workers.

DOT Job Titles	DOT Code
Hospital-Admitting Clerk	205.362-018
Hospital-Insurance Clerk	214.262-022
Hospital-Ward Clerk	245.362-014
Medical Receptionist	237.367-038
Medical-Record Clerk	245.362-010
Medical Secretary	201.362-014

Therefore, this document is useful in developing and selecting instructional materials and in implementing competency-based education for the following program and course:

Program	Course
Secretarial, Work Processing, and Administrative Support Occupations (CIP Code 07,0601)	Medical Office Procedures (VA #6730)

Additional information concerning the application and use of this publication in program planning and development may be obtained from the following:

Business Education Service
Department of Education
P.O. Box 6Q
Richmond, Virginia 23216

TASK ANALYSES

FOR

MEDICAL OFFICE PROCEDURES

Dr. B. June Schmidt

Project Director

These task analyses were developed for the Virginia Department of Education, Vocational and Adult Education, under the provisions of a Project Grant VA-82-C-132-2-AD-001 awarded to Virginia Polytechnic Institute and State University.

1984

FOREWORD

In the next decade, businesses and industries in Virginia will require large number of skilled workers. Therefore, vocational education at the secondary and postsecondary levels will have the responsibility of preparing individuals for a variety of occupations.

Competency-based education (CBE) provides the preparation students need for entry into the Virginia work force. The CBE practice of recording competencies developed by students helps them to make a smooth transition between secondary and postsecondary programs when both levels of education are required for career training. In addition, CBE is effective in retraining workers who have been displaced because of changing technology.

This publication will assist teachers and administrators in developing instructional materials that meet the needs of students and industry and comply with the Virginia CBE standards for vocational and adult education.

S. John Davis
Superintendent of Public Instruction

Melvin H. Garner
Administrative Director
Vocational and Adult Education

ACKNOWLEDGMENTS

This publication is the result of a coordinated effort on the part of the project director and the project staff. Special recognition goes to Susan B. Wamsley, Editorial Assistant, for her preparation of the original manuscript.

In addition, the following business educators are recognized for their contributions of time, talent, and dedication toward the completion of this guide.

Esther Bailey, Business Education Supervisor, Norfolk City Public Schools
Mary M. Barber, Business Education Supervisor, Virginia Beach City Public Schools
Elaine Bright, Business Instructor, I.C. Norcum High School, Portsmouth City Public Schools
Judy Liles, Business Education Supervisor, Portsmouth City Public Schools
Lillie Logan, Business Instructor, Virginia Beach Vocational-Technical Schools
Carolyn Synder, Business Instructor, Norfolk Technical Center

Appreciation is also expressed to Melvin Campbell, Business Education Supervisor, Virginia Department of Education, for his assistance in reviewing the guide.

Dr. Kay B. Brown, Vocational Curriculum Development Supervisor, Virginia Department of Education, is recognized for coordinating the final publication process. The organizational and editorial revisions necessary to prepare the manuscript for publication were performed by the Virginia Vocational Curriculum Center, administered by the Henrico County Public Schools, Department of Vocational and Community Education:

Flora C. Armstrong, Center Director
Pat Herring, Writer/Editor
Linda Ford, Secretary

Special recognition is given to the students of the Henrico Trade Center of the Henrico County Public Schools, Department of Vocational and Community Education. Under the supervision of William D. Burton, printing instructor, these students printed, assembled, packaged, and prepared the guide for publication.

Dewey T. Oakley, Jr., Director
Division of Vocational Program Services
Virginia Department of Education

Carl Jorgensen, Associate Director
Business Education Service
Virginia Department of Education

CONTENTS

INTRODUCTION 1

SECTION 1. TASK INVENTORY

General Information 3
Task Inventory for Medical Office Procedures 5
Duty Areas:
Performing General Clerical Skills 7
Filing Insurance Forms 19
Typewriting Medical Forms 29
Performing Receptionist Activities 35
Processing Letters and Medical Records 49
Observing Medical Office Ethics 71
Seeking Employment 87
Developing Personal Employability Skills 95

SECTION 4. PROGRAMS AND COURSES

General Information 109
Secondary Programs and Courses 111
Medical Office Procedures (6730):
Description and Sequence 113
Outline and Code 116

APPENDIX: Additional Information and Resources 117

INTRODUCTION

These task analyses are designed to be used in combination with the Business Education Service Area Resource in order to implement competency-based education in the course, Medical Office Procedures. The service area resource contains information that pertains to all programs within the Business Education area; the sections of that publication are entitled Occupational Information, Student Organization (FBLA), Classroom Management Systems, and Recording Systems. This task analyses document contains the task inventory, suggested task sequence list, and content outline for the specific course, Medical Office Procedures. Detailed instructions for combined use of these two publications are contained within the service area resource.

Using the Task Analyses

Section 1 of this publication contains a validated task inventory for Medical Office Procedures. For each task, applicable information pertaining to performance and enabling objectives, criterion-referenced measures, and suggested instructional activities and aids is provided. In this section, tasks are arranged by worker duty area only, and no attempt has been made to sequence tasks in instructional order.

Section 2 provides a description of the Business Education program which incorporates Medical Office Procedures. This is followed by a description of the course, a task sequence list which provides a suggested order of the task inventory for actual course instruction, and a course

content outline. The instructional topics within the course content outline have been cross-referenced with corresponding task/competency codes from the task inventory in Section 1.

It is suggested that the Section 2 task sequence list and course content outline be reviewed initially to make any desired changes in sequencing of instruction. Once the sequencing is confirmed, instructional planning and implementation may proceed through referral to the Section 1 task/competency sheet noted beside each instructional topic within the outline.

SECTION 1.

TASK INVENTORY

One of the major characteristics of competency-based education (CBE) is that the course content is based upon actual jobs or tasks performed by the worker. In Virginia, the Department of Education has established standards for competency-based education. According to these standards, competencies must be role-relevant and based upon appropriate research. This standard states:

> Role-relevant competencies are identified and stated.
>
> The competencies, with standards, will be identified through V-TECS, IDECC, and other appropriate research. Advisory committees should be used to review competencies and standards. Competencies in the affective domain will be included. Role-relevant competencies for occupational preparation programs are those that specifically relate to the occupation for which the student is being prepared, as well as to the personal needs of the student. Role-relevant competencies are related also to orientation, exploration, and/or industrial arts experiences which have been identified for students.

Therefore, role-relevant jobs or tasks, called competencies in CBE, must be identified and validated before instructional materials are developed and subsequent instruction takes place. The task list in this document is based on the following:

1. Job titles and descriptions found in the Occupational Outlook Handbook and the Dictionary of Occupational Titles
2. Input from business education supervisors and experienced business teachers
3. Competency-Based Course Outline for Business and Office Education, Specialized Occupational Offerings, available through the Virginia Department of Education
4. Vocational-Technical Consortium of States (V-TECS) catalogs.

Information collected and reviewed from these sources was used to develop an initial task list. The next step involved in preparing the final task inventory was validation of the task list. Validation is essential if the information collected is to be useful in operating CBE courses and programs. The validation process involved office employees and their supervisors in doctors' offices, nursing homes, medical clinics, health insurance offices, and hospital records departments. This process was used to determine content appropriate for the Medical Office Procedures course at the secondary level. The validators indicated degree of importance of each task, based on a description of the course and level at which it is taught. Therefore, Medical Office Procedures instruction can logically be based on the validated task inventory included in this publication.

The task analyses sheets are arranged by duty areas for the specific domain covered by the guide. Information contained on each sheet is as follows:

1. The task/competency for a given duty area which is performed by incumbent workers
2. Program and course application information
3. Performance and enabling objectives for instructional planning
4. Criterion-referenced measures of test items used to determine successful attainment of the task/competency by the student
5. Instructional activities and steps required for teaching the task/competency
6. Tools, equipment, and materials/supplies required to provide necessary instruction
7. References and audiovisual materials helpful in teaching the task/competency.

TASK ANALYSES FOR

MEDICAL OFFICE PROCEDURES

DUTY AREAS

1. Performing General Clerical Skills
2. Filing Insurance Forms
3. Typewriting Medical Forms
4. Performing Receptionist Activities
5. Processing Letters and Medical Records
6. Observing Medical Office Ethics
7. Seeking Employment
8. Developing Personal Employability Skills

DUTY AREA

1. PERFORMING GENERAL CLERICAL SKILLS

TASKS/COMPETENCIES

1.1 File documents, using the numeric method

1.2 Process contents of incoming mail, such as checks, patients' histories, insurance forms, medical journals, letters, x-rays, lab reports, and medicine samples

1.3 Prepare specialized mail, determining appropriate classifications and fees

1.4 Collect payments from, or send bills to, other physicians or their family members

Application

DUTY AREA

1. PERFORMING GENERAL CLERICAL SKILLS

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

1.1 File documents, using the numeric method

COURSE

Medical Office Procedures (VA #6730)

1.1

PERFORMANCE OBJECTIVE

P1.1 Given five documents and file folders containing at least twenty other documents, correctly file the five documents, using the numeric method. Filing must be 100 percent accurate.

SELECTED ENABLING OBJECTIVES

E1.1.1 Collect items to be filed.

E1.1.2 Inspect documents.

E1.1.3 Index and code documents with patient-assigned numbers.

E1.1.4 Cross reference where appropriate to identify number with patient name.

E1.1.5 Sort in numeric order.

E1.1.6 File in appropriate folders in numeric order.

CRITERION-REFERENCED MEASURE

C1.1 File five documents in file folders containing other documents, using the numeric method. Filing must be 100 percent accurate.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review procedures for coding and sorting documents for filing (E1.1.1-E1.1.6).
2. Prepare transparencies, or use available ones, to illustrate different numeric filing systems, including terminal-digit, middle-digit, and consecutive-number filing. Discuss the transparencies with students (E1.1.3).
3. Demonstrate cross-referencing procedures commonly used in numeric filing. Involve students in preparing sample cross references (E1.1.4).
4. Distribute a list containing social security numbers of class members and have students file numbers in numeric order, according to various digit groups--first three, last four, or middle two (E1.1.5).
5. Distribute documents and files and have students practice filing documents, using the numeric method. Include cross-reference practice (E1.1.1-E1.1.6).
6. Collect samples of medical documents that are commonly filed numerically and display them on the bulletin board (E1.1.1-E1.1.6).
7. Have a medical records clerk speak to the class about numeric filing procedures used on the job for medical records (E1.1.1-E1.1.6).

SELECTED TOOLS AND MATERIALS

List of class members' social security numbers
Transparencies
Overhead projector
Documents and file folders containing previously filed documents
Medical documents for bulletin board
Bulletin board

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Business Records Control. 5th edition. Bassett, Goodman, and Fosegan.
Filing Medical Records, Medical Terminology: An Individualized Approach. Gorman and Krishnamaurty.
Filing Systems and Records Management. 2nd edition. Kahn, Gilbert, Yerian, Theodore, and Stewart.
Intensive Records Management. Rudnitsky.
Medical Secretary-Receptionist Simulation Project. Frye, Kline, Hubbard, and Moon.
Progressive Filing. 9th edition. Stewart, Scharle, and Kahn.

Application

DUTY AREA

1. PERFORMING GENERAL CLERICAL SKILLS

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

1.2 Process contents of incoming mail, such as checks, patients' histories, insurance forms, medical journals, letters, x-rays, lab reports, and medicine samples

COURSE

Medical Office Procedures (VA #6730)

1.2

PERFORMANCE OBJECTIVE

P1.2 Given ten pieces of incoming mail, including checks, patients' histories, insurance forms, medical journals, letters, x-rays, lab reports, and medical samples, accurately open, stamp, sort, and distribute the contents. All items on the attached checklist must be rated favorably.

SELECTED ENABLING OBJECTIVES

E1.2.1 Use the following procedure in opening incoming mail:

a. open all but "confidential" or personal mail;
b. remove contents;
c. note condition of contents;
d. attach enclosures to letters or other documents which specify enclosures;
e. attach envelopes if return address is not included in contents, or if it contains special notations;
f. note if enclosure is missing;
g. log incoming mail, if appropriate.

E1.2.2 Stamp date.

E1.2.3 Sort mail.

E1.2.4 Attach pertinent correspondence.

E1.2.5 Distribute processed mail in mail boxes, individual desks, patient files, laboratories, or other designated locations, as appropriate.

CRITERION-REFERENCED MEASURE

C1.2 Accurately process ten pieces of incoming mail by opening, stamping, sorting, and distributing the contents. All items on the attached checklist must be rated favorably.

PROCESSING CONTENTS OF INCOMING MAIL CHECKLIST

(1.2)

	YES	NO
1. Mail opened without damaging envelope and package contents.	___	___
2. Date properly stamped on mail.	___	___
3. Pertinent correspondence attached.	___	___
4. Enclosures attached to letters and documents.	___	___
5. Mail sorted with most urgent and important items at top.	___	___
6. Processed mail appropriately distributed.	___	___

SELECTED INSTRUCTIONAL ACTIVITIES

1. On the chalkboard or on transparencies, outline the steps involved in processing incoming mail and discuss the steps with students (E1.2.1-E1.2.5).
2. Ask students to assist in identifying reasons why proper processing of incoming mail is essential to a medical office.
3. Distribute a variety of numbered mail items that would be received in a medical office. Ask students to arrange the items with the most important items at the top. Have students record numbers of sorted items on an answer sheet to simplify checking correctness of sorting (E1.2.3).
4. Illustrate procedures for opening mail without damaging contents of envelopes or packages, and have students practice opening the mail (E1.2.1).
5. Design a project that requires students to open mail, date-stamp it, attach envelopes, locate pertinent correspondence, sort the mail, and distribute it. "Junk" mail received by the school or at home can be used in the project (E1.2.1-E1.2.5).

SELECTED TOOLS AND MATERIALS

Overhead projector
Transparencies
Mail items
Date stamp
"Junk" mail
Envelopes and packages

SELECTED AUDIOVISUAL MATERIALS

Transparencies illustrating steps involved in processing incoming mail

SELECTED REFERENCES

"Best Ways for Handling the Mail." Medical Secretary's Guide. Kabbe.
Medical Office Procedures. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Office Procedures, Instructor's Manual. 2nd edition. Bredow, Becklin, and Sunnarborg.

Application

DUTY AREA

1. PERFORMING GENERAL CLERICAL SKILLS

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

1.3 Prepare specialized mail, determining appropriate classifications and fees

COURSE

Medical Office Procedures (VA #6730)

1.3

PERFORMANCE OBJECTIVE

P1.3 Given five pieces of specialized mail, a postage scale, and a U.S. Postal Manual, determine appropriate classification and postage for each and prepare for mailing. All numerical information and calculations must be 100 percent accurate.

SELECTED ENABLING OBJECTIVES

E1.3.1 Determine most appropriate method of sending each piece of mail.

E1.3.2 Using a postage scale, determine postage and fees for:
- a. special delivery,
- b. special handling,
- c. registered mail,
- d. certified mail,
- e. insured mail,
- f. certificate of mailing.

E1.3.3 Mark, or affix, correct amount of postage.

E1.3.4 Log outgoing mail.

CRITERION-REFERENCED MEASURE

C1.3 Determine classification and postage for five pieces of specialized mail and prepare each for mailing. All numerical information and calculations must be 100 percent accurate.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Display various pieces of specialized mail, including special delivery, special handling, registered mail, certified mail, insured mail, C.O.D., and certificate of mailing. Discuss uses for each type of mail (E1.3.2).
2. Demonstrate use of postal scale. Have students take turns weighing pieces of mail with the scale (E1.3.2).
3. Prepare practice sheets that contain information about various pieces of mail, and have students determine appropriate classifications and fees for each piece of mail (E1.3.1, E1.3.2).
4. Distribute different pieces of mail to students and have individual students explain the most appropriate way to send each piece (E1.3.1).
5. Have several students prepare a report on current changes in mailing regulations, or changes that may affect the handling of specialized mail (E1.3.2).
6. Provide each student with three or four pieces of mail that should be sent in various specialized categories. Have students determine appropriate classification for each piece, mark correct postage, and log outgoing mail (E1.3.1-E1.3.4).

SELECTED TOOLS AND MATERIALS

Pieces of specialized mail
Postal scale
Practice sheets
Various pieces of mail
Postal publications

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Medical Office Procedures. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Office Procedures, Instructor's Manual. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Secretary's Standard Reference Handbook. Saputo and Rutherford.

Application

DUTY AREA

1. PERFORMING GENERAL CLERICAL SKILLS

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

1.4 Collect payments from, or send bills to, other physicians or their family members

COURSE

Medical Office Procedures (VA #6730)

PERFORMANCE OBJECTIVE

P1.4 Given information about treatment provided for another physician or his or her family members, collect payment from, or send bill to, the patient/physician, determining accurately and appropriately how this individual in the particular situation should be charged for medical services rendered.

SELECTED ENABLING OBJECTIVES

E1.4.1 Describe the medical ethic which prescribes that physicians treat colleagues and their immediate family members free of charge.

E1.4.2 Establish amount to be charged with attending physician before sending bill to patient/physician when a bill is requested by the latter's spouse or relative.

E1.4.3 Collect payment or send bill for amount, as determined by attending physician.

E1.4.4 Mark bill sent "By Request."

CRITERION-REFERENCED MEASURE

C1.4 Collect payment from, or send bill to, a patient/physician, determining accurately and appropriately how the individual in the particular situation should be charged for medical services rendered.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the medical office employee's role in billing and collecting for physician's fees (E1.4.1-E1.4.4).

2. Have students role play situations involving fee discussions and credit arrangements (E1.4.1, E1.4.2).

3. Discuss the medical ethic that involves waiving of fees when treating other physicians or members of their families (E1.4.1).

4. Provide students with situation analyses involving treatment of other doctors or members of their families. Have students determine the individuals who should receive bills and the procedures that should be followed in collecting payment (E1.4.1-E1.4.4).

SELECTED TOOLS AND MATERIALS

Case studies

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Medical Office Procedures. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Office Procedures, Instructor's Manual. 2nd edition. Bredow, Becklin, and Sunnarborg.

DUTY AREA

2. FILING INSURANCE FORMS

TASKS/COMPETENCIES

2.1 Complete a Blue Shield claim form

2.2 Complete a claim form for a private health insurance carrier

2.3 Complete a Medicare claim form

2.4 Complete a Workers' Compensation claim form

Application

DUTY AREA

2. FILING INSURANCE FORMS

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

2.1 Complete a Blue Shield claim form

COURSE

Medical Office Procedures (VA #6730)

2.1

PERFORMANCE OBJECTIVE

P2.1 Given a Blue Shield form and patient information, typewrite required information on the form, with all items properly aligned, neatly corrected, and accurate.

SELECTED ENABLING OBJECTIVES

E2.1.1 Compile patient information.

E2.1.2 Determine type of policy (e.g., group, individual, federal, national, reciprocal, or out-of-state).

E2.1.3 Typewrite the following information on form, with all items properly aligned:

a. group and member (identification) numbers;
b. patient name, sex, age, birthdate, and marital status;
c. member's name, address, relationship to patient, employer's name, and whether claim is work-related;
d. diagnosis code of illness or injury (if code not found, name of diagnosis);
e. description of service, where rendered, procedure code, and itemization of fee;
f. name of any other medical coverage;
g. physician's name and address;
h. total fee.

E2.1.4 Check work for accuracy.

E2.1.5 Neatly correct any errors.

E2.1.6 Check to see that all applicable blanks are completed.

CRITERION-REFERENCED MEASURE

C2.1 Typewrite information on a claim form for Blue Shield, with all items properly aligned, neatly corrected, and accurate.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have several students attend a Blue Cross/Blue Shield workshop and report to the class about the organization and the processing of its medical forms (E2.1.1-E2.1.6).
2. Use transparencies to outline steps in typewriting a Blue Shield claim form, stressing the necessity of checking membership dates for waiting period and determining proper diagnostic procedural codes (E2.1.1-E2.1.6).
3. Construct a word game that contains terms used on medical insurance claim forms. Have students complete the game and check their answers in class (E2.1.2, E2.1.3).
4. Provide each student with a Blue Shield claim form and work through completion of form on a step-by-step basis (E2.1.2-E2.1.6).
5. Distribute Blue Shield claim forms and have students practice typewriting required information on them (E2.1.3).
6. Have students evaluate forms typed by other students, noting any inaccuracies or missing information (E2.1.3, E2.1.4).

SELECTED TOOLS AND MATERIALS

Transparencies
Overhead projector
Word game
Blue Shield claim forms
CPT (Current Procedural Terminology)
ICD-9 Code Book

SELECTED AUDIOVISUAL MATERIALS

Transparencies outlining steps in typewriting a Blue Shield claim form

SELECTED REFERENCES

"At A Glance Claims Preparation - We Want to Help." Physician's Service Report, Blue Shield of Virginia. Blue Cross/Blue Shield of Virginia.
Guidelines and Information on Implementation of AMA/CPT by Blue Shield of Virginia. Blue Cross/Blue Shield of Virginia.
Medical Office Practice. 2nd edition. Atkinson.
Medical Office Procedures. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Secretary's Standard Reference Handbook. Saputo and Rutherford.
Northside Medical Center, P.C.: The Medical Secretary. Humphreys.

Application

DUTY AREA

2. FILING INSURANCE FORMS

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

2.2 Complete a claim form for a private health insurance carrier

COURSE

Medical Office Procedures (VA #6730)

2.2

PERFORMANCE OBJECTIVE

P2.2 Given a universal health insurance claim form and patient information, typewrite required information on the private health insurance form with all items properly aligned, neatly corrected, and accurate.

SELECTED ENABLING OBJECTIVES

E2.2.1 Compile patient information.

E2.2.2 Typewrite the following patient information on form, with all items properly aligned:

a. name and address of insurance company;
b. patient's name, address, and sex;
c. insurance information required (e.g., identification number or Medicare number);
d. patient's relationship to insured and insured's group number;
e. name of any additional insurance coverage;
f. relationship of illness or injury to employment;
g. insured's address.

E2.2.3 Typewrite the following physician information on form, with all items properly aligned:

a. date of consultation, nature of illness or injury, and diagnosis;
b. itemized charges;
c. codes;
d. accepting assignment;
e. employer's I.D. number;
f. state license number.

E2.2.4 Check work for accuracy and neatly correct any errors.

E2.2.5 Check to see that all appropriate blanks are completed.

CRITERION-REFERENCED MEASURE

C2.2 Typewrite a claim form for a private health insurance carrier, with all items properly aligned, neatly corrected, and accurate.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Obtain samples of private health insurance claim forms and discuss the information they contain (E2.2.2, E2.2.3).
2. Use chalkboard or transparencies to outline steps for typewriting a universal health insurance claim form (E2.2.1-E2.2.5).
3. Distribute blank universal health insurance claim forms and have students practice typewriting information on them. Have students exchange and evaluate work (E2.2.1-E2.2.5).
4. Role play situations in which one student is filing a health insurance claim form and another student records the information needed to complete the form (E2.2.2).
5. Have students compile information needed to complete uniform health insurance claim forms and prepare the forms with the information appropriately and accurately typewritten on the forms. Emphasize the importance of using the proper procedural and diagnostic codes (E2.2.1-E2.2.5).

SELECTED TOOLS AND MATERIALS

Private health insurance claim forms
Chalkboard
Transparencies
Overhead projector
CPT (Current Procedural Terminology)
ICD-9 Code Book

SELECTED AUDIOVISUAL MATERIALS

Transparencies outlining steps for typewriting a universal health insurance claim form

SELECTED REFERENCES

Medical Office Practice. 2nd edition. Atkinson.
Medical Office Procedures. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Office Procedures, Instructor's Manual. Bredow, Becklin, and Sunnarborg.
Medical Secretary's Standard Reference Handbook. Saputo and Rutherford.
Northside Medical Center, P.C.: The Medical Secretary. Humphreys.

Application

DUTY AREA

2. FILING INSURANCE FORMS

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

2.3 Complete a Medicare claim form

COURSE

Medical Office Procedures (VA #6730)

2.3

PERFORMANCE OBJECTIVE

P2.3 Given a Medicare form and patient information, typewrite required information on the Medicare form, with all items properly aligned, neatly corrected, and accurate.

SELECTED ENABLING OBJECTIVES

E2.3.1 Compile patient information.

E2.3.2 Typewrite the following patient information on form, with all items properly aligned:

a. name of patient;
b. health insurance claim number;
c. sex, address, and telephone number of patient;
d. description of illness of injury for which treatment was received;
e. name of any additional insurance organization by which patient is covered.

E2.3.3 Typewrite the following physician information on form, with all items properly aligned:

a. date and description of surgical or medical procedures furnished;
b. itemized charges for each service;
c. name and address of physician;
d. telephone number and physician or supplier code;
e. total charges, amount paid, and any unpaid balance due:
f. assignment of patient's bill;
g. name and address of person or facility that furnished service, if other than physician's office.

E2.3.4 Check work for accuracy and neatly correct any errors.

E2.3.5 Check to see that all blanks are completed. Use "not applicable" or a dash where information requested does not apply.

CRITERION-REFERENCED MEASURE

C2.3 Typewrite a claim form for Medicare, with all items properly aligned, neatly corrected, and accurate.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have a representative from a local medical assistance program speak to the class about Medicare and how information provided on medicare forms is used (E2.3.1-E2.3.5).

2. Discuss provisions for being eligible to receive Medicare benefits.

3. Use the chalkboard or transparencies to outline steps for completing a typewritten Medicare claim form (E2.3.1-E2.3.5).

4. Have students identify sources of information required to complete a Medicare claim form. List the sources on the chalkboard (E2.3.2, E2.3.3).

5. Distribute blank Medicare claim forms and have students practice typewriting appropriate information on them (E2.3.1-E2.3.5).

6. Have the students evaluate Medicare claim forms typewritten by other students. Inaccuracies and omissions should be noted (E2.3.1-E2.3.5).

SELECTED TOOLS AND MATERIALS

Chalkboard
Transparencies
Overhead projector
Medicare claim forms

SELECTED AUDIOVISUAL MATERIALS

Transparencies outlining steps for completing a typewritten Medicare claim form

SELECTED REFERENCES

Medical Office Practice. 2nd edition. Atkinson.
Medical Office Procedures. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Office Procedures, Instructor's Manual. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Secretary's Standard Reference Handbook. Saputo and Rutherford.
Northside Medical Center, P.C.: The Medical Secretary. Humphreys.

Application

DUTY AREA

2. FILING INSURANCE FORMS

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

2.4 Complete a Workers' Compensation claim form

COURSE

Medical Office Procedures (VA #6730)

2.4

PERFORMANCE OBJECTIVE

P2.4 Given a Workers' Compensation form and patient information, typewrite required information on the form, with all items properly aligned, neatly corrected, and accurate.

SELECTED ENABLING OBJECTIVES

E2.4.1 Compile patient information.

E2.4.2 Typewrite the following information on form, with all items properly aligned:

a. Workers' Compensation Board case number and carrier case number, if known;
b. date and time of injury;
c. name, address, and social security number of claimant;
d. name and address of employer;
e. name and address of insurance carrier;
f. details of injury and nature of treatment;
g. name, address, and signature of attending physician;
h. Workers' Compensation Board rating code, authorization number, and physician's telephone number;
i. current date.

E2.4.3 Check work for accuracy.

E2.4.4 Neatly correct any errors.

E2.4.5 Check to see that all appropriate blanks are completed.

CRITERION-REFERENCED MEASURE

C2.4 Typewrite a Workers' Compensation form, with all items properly aligned, neatly corrected, and accurate.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review insurance terms and introduce those that are peculiar to Workers' Compensation (E2.4.2).

2. Discuss purpose of Workers' Compensation insurance and how it differs from other insurance.

3. Have students relate instances they know of Workers' Compensation claims.

4. Use the chalkboard or transparencies to outline steps for typewriting a Workers' Compensation insurance claim form (E2.4.1-E2.4.5).

5. Distribute blank Workers' Compensation claim forms and have students practice typewriting appropriate information on them (E2.4.1-E2.4.5).

6. Have students evaluate Workers' Compensation claim forms typewritten by other students. Inaccuracies and omissions should be noted (E2.4.3-E2.4.5).

SELECTED TOOLS AND MATERIALS

Chalkboard
Transparencies
Workers' Compensation claim forms

SELECTED AUDIOVISUAL MATERIALS

Transparencies outlining steps for typewriting a Workers' Compensation insurance claim form

SELECTED REFERENCES

Medical Office Practice. 2nd edition. Atkinson.
Medical Office Procedures. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Office Procedures, Instructor's Manual. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Secretary's Standard Reference Handbook. Saputo and Rutherford.

DUTY AREA

3. TYPEWRITING MEDICAL FORMS

TASKS/COMPETENCIES

3.1 Typewrite information on medical records

Application

DUTY AREA

3. TYPEWRITING MEDICAL FORMS

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

3.1 Typewrite information on medical records

COURSE

Medical Office Procedures (VA #6730)

3.1

PERFORMANCE OBJECTIVE

P3.1 Given appropriate source documents and medical record forms, such as invoices, insurance claim forms, laboratory report forms, requisitions for supplies, and patient introduction slips, accurately typewrite three medical forms, with all items properly aligned and neatly corrected. An acceptable rating must be received on all items of the checklist provided (page 31).

SELECTED ENABLING OBJECTIVES

E3.1.1 Compile information from source documents.

E3.1.2 Typewrite information onto medical record forms, with items properly aligned.

E3.1.3 Check forms for accuracy of information.

E3.1.4 Proofread forms for incorrect spelling or typographical errors.

E3.1.5 Neatly correct any errors.

CRITERION-REFERENCED MEASURE

C3.1 Typewrite three medical record forms, with all items properly aligned and any errors neatly corrected. An acceptable rating must be received on all items of the checklist provided (page 31).

TYPEWRITING INFORMATION ON MEDICAL FORMS CHECKLIST

(3.1)

	YES	NO
1. Appropriate information is typewritten on form.	___	___
2. Items are properly aligned.	___	___
3. Information is accurate.	___	___
4. Incorrect spelling or typographical errors have been neatly corrected.	___	___

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review rules for typewriting, including proper spacing, correcting errors, and aligning information (E3.1.1-E3.1.5).
2. Prepare a bulletin board or poster display of various forms that are used in medical offices (E3.1.1-E3.1.5).
3. Use transparencies of different forms and outline steps to follow when typewriting information on these forms (E3.1.1-E3.1.5).
4. Distribute blank forms, including invoices, requisitions, and laboratory report forms, and have students practice typewriting appropriate information on them (E3.1.1-E3.1.5).
5. Review proofreading techniques with students. Emphasize those particularly applicable to medical forms (E3.1.4).
6. Provide "model" forms on which typed information has been accurately and appropriately placed. Have students check forms they prepare against the models (E3.1.1-E3.1.5).

SELECTED TOOLS AND MATERIALS

Bulletin board
Posterboard and art supplies
Transparencies
Blank forms
"Model" forms
Overhead projector

SELECTED AUDIOVISUAL MATERIALS

Transparencies of different medical forms

SELECTED REFERENCES

The Legal Secretary: An Office Job Simulation. McIntosh and Welter.
Metroplex Clinic: A Medical Typing Simulation. Seraydarian.
Typing Medical Forms. Siegfried.

DUTY AREA

4. PERFORMING RECEPTIONIST ACTIVITIES

TASKS/COMPETENCIES

4.1 Maintain an appointment book

4.2 Prepare written telephone messages

4.3 Determine incoming calls that must immediately be referred to the physician

4.4 Complete a patient information record

4.5 Select appropriate procedures for handling medical emergencies

Application

DUTY AREA

4. PERFORMING RECEPTIONIST ACTIVITIES

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

4.1 Maintain an appointment book

COURSE

Medical Office Procedures (VA #6730)

4.1

PERFORMANCE OBJECTIVE

P4.1 Given an appointment book, physician's office hours, and information about appointments to be scheduled, accurately schedule and record five appointments and two cancellations.

SELECTED ENABLING OBJECTIVES

E4.1.1 Block out time slots when physician is not available.

E4.1.2 Check reason for appointment, to determine available openings.

E4.1.3 Determine preferred date and time.

E4.1.4 Record appointment, using an ink pen and including caller's name, telephone number, and reason for appointment.

E4.1.5 Complete appointment card, if appropriate.

E4.1.6 Reschedule and record new appointment in book.

E4.1.7 Note in patient's file if appointment is missed without being cancelled.

CRITERION-REFERENCED MEASURE

C4.1 Accurately schedule and record five appointments and two cancellations.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Use transparencies to illustrate page formats of appointment books. Discuss information the pages contain and why making appointments correctly is vital to the operation of a medical office (E4.1.1-E4.1.7).
2. Have several students visit clinics in the area, secure information regarding the entries that appear in appointment books, and report findings to class (E4.1.1-E4.1.7).
3. On the chalkboard, outline steps for scheduling, cancelling, or changing appointments (E4.1.1-E4.1.7).
4. Have students role play situations in which they schedule appointments, ask patient information, cancel appointments, record appointments, and prepare appointment cards (E4.1.1-E4.1.7).
5. Have students distinguish between situations in which patient emergencies require an immediate appointment and situations in which the patient could wait until an appointment time is available (E4.1.2).
6. Distribute blank appointment book pages and have the students practice scheduling appointments that are requested verbally by other students (E4.1.1-E4.1.7).

SELECTED TOOLS AND MATERIALS

Transparencies
Overhead projector
Chalkboard
Appointment book pages
Appointment cards

SELECTED AUDIOVISUAL MATERIALS

Transparencies illustrating page formats of appointment books

SELECTED REFERENCES

Medical Office Practice. 2nd edition. Atkinson.
Medical Office Procedures. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Office Procedures, Instructor's Manual. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Secretary-Receptionist Simulation Project, Student Manual. Frye, Kline, Hubbard, and Moon.
Medical Secretary's Standard Reference Handbook. Saputo and Rutherford.
Northside Medical Center, P.C.: The Medical Secretary. Humphreys.

Application

DUTY AREA

4. PERFORMING RECEPTIONIST ACTIVITIES

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

4.2 Prepare written telephone messages

COURSE

Medical Office Procedures (VA #6730)

4.2

PERFORMANCE OBJECTIVE

P4.2 Given four simulated incoming phone calls, accurately prepare written telephone messages for them.

SELECTED ENABLING OBJECTIVES

E4.2.1 Enter name of physician or other medical personnel receiving call.

E4.2.2 Enter name of caller.

E4.2.3 Enter phone number, if return call requested.

E4.2.4 Enter message.

E4.2.5 Enter hour and date of call.

E4.2.6 Sign message.

CRITERION-REFERENCED MEASURE

C4.2 Accurately prepare telephone messages for four simulated incoming phone calls.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Show the film, How to Lose Your Best Customer Without Even Trying, or, If the Shoe Fits, and discuss content with class.

2. Use the chalkboard or transparencies to illustrate steps to be followed in preparing telephone messages (E4.2.1-E4.2.6).

3. Have students practice preparing telephone messages from case situations (E4.2.1-E4.2.6).

4. Have students role play situations that require telephone messages to be prepared (E4.2.1-E4.2.6).

5. Have students exchange messages they have taken with other students to be evaluated for legibility, accuracy, and completeness of information (E4.2.1-E4.2.6).

SELECTED TOOLS AND MATERIALS

Film
Film projector
Chalkboard
Transparencies
Overhead projector
Case studies

SELECTED AUDIOVISUAL MATERIALS

Transparencies illustrating steps to be followed in preparing telephone messages

Films: How to Lose Your Best Customer Without Even Trying. Audiovisual Services, Virginia Department of Education.
If the Shoe Fits. Audiovisual Services, Virginia Department of Education.

SELECTED REFERENCES

Medical Office Procedures. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Office Procedures, Instructor's Manual. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Secretary-Receptionist Simulation Project, Student Manual. Frye, Kline, Hubbard, and Moon.
Medical Secretary's Standard Reference Handbook. Saputo and Rutherford.
Northside Medical Center, P.C.: The Medical Secretary. Humphreys.

Application

DUTY AREA

4. PERFORMING RECEPTIONIST ACTIVITIES

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

4.3 Determine incoming calls that must immediately be referred to the physician

COURSE

Medical Office Procedures (VA #6730)

4.3

PERFORMANCE OBJECTIVE

P4.3 Given five simulated incoming calls, correctly determine which calls are from other physicians and refer them to the physician for immediate attention.

SELECTED ENABLING OBJECTIVES

E4.3.1 Determine name of person making the call.

E4.3.2 Determine if person making call is another physician.

E4.3.3 Place physician making call on hold.

E4.3.4 Notify physician of the call.

E4.3.5 If physician cannot accept call, give appropriate message to physician on the phone.

E4.3.6 Write down calling physician's phone number, if a return call is desired.

CRITERION-REFERENCED MEASURE

C4.3 Correctly refer incoming calls from other physicians to physician for immediate attention.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the importance of the immediate referral to a physician of the calls from another physician.

2. Ask students to list reasons why calls from other physicians should be referred at once to the physician(s) requested.

3. Have students role play situations in which physicians must be informed that they have an incoming call (E4.3.1-E4.3.6).

SELECTED TOOLS AND MATERIALS

None identified

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Medical Office Procedures. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Office Procedures, Instructor's Manual. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Secretary's Standard Reference Handbook. Saputo and Rutherford.

Application

DUTY AREA

4. PERFORMING RECEPTIONIST ACTIVITIES

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

4.4 Complete a patient information record

COURSE

Medical Office Procedures (VA #6730)

4.4

PERFORMANCE OBJECTIVE

P4.4 Given patient information, verify it and typewrite it onto patient record, with all items aligned, neatly corrected, and accurate.

SELECTED ENABLING OBJECTIVES

E4.4.1 Secure patient information, including:
- a. chief complaint,
- b. present illness,
- c. medical history,
- d. family history.

E4.4.2 Review record for missing information and inconsistencies.

E4.4.3 Typewrite information onto patient information record, with all items properly aligned.

E4.4.4 Proofread for incorrect spellings or typographical errors.

E4.4.5 Neatly correct any errors.

CRITERION-REFERENCED MEASURE

C4.4 Verify patient information and typewrite the information onto patient record, with all items properly aligned and any errors neatly corrected.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review rules for typewriting information onto a form, including proper spacing and correction of errors (E4.4.2-E4.4.5).
2. Discuss why it is essential for patient information records to contain accurate information (E4.4.1-E4.4.5).
3. On a chalkboard, outline the information necessary to complete a patient information record (E4.4.1-E4.4.5).
4. Have students prepare typewritten patient information records from rough-draft information or tapes (E4.4.1-E4.4.5).
5. Have students role play situations where information is secured from patients and verified (E4.4.1, E4.4.2).
6. Distribute patient record practice sheets containing incorrect spellings or typographical errors. Have students locate the misspellings or typographical errors and correct them (E4.4.4, E4.4.5).

SELECTED TOOLS AND MATERIALS

Chalkboard
Practice sheets
Patient information forms

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Medical Office Procedures. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Office Procedures, Instructor's Manual. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Secretary-Receptionist Simulation Project, Student Manual. Frye, Kline, Hubbard, and Moon.
Medical Secretary's Reference Handbook. Saputo and Rutherford.
Northside Medical Center, P.C.: The Medical Secretary. Humphreys.

Application

DUTY AREA

4. PERFORMING RECEPTIONIST ACTIVITIES

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

4.5 Select appropriate procedures for handling medical emergencies

COURSE

Medical Office Procedures (VA #6730)

4.5

PERFORMANCE OBJECTIVE

P4.5 Given three simulated medical emergency situations, select appropriate procedures for handling these emergencies. An acceptable rating sheet must be received on each item of the checklist provided (page 45).

SELECTED ENABLING OBJECTIVES

E4.5.1 Send for physician, or other medical assistance.

E4.5.2 Determine type of medical emergency that exists.

E4.5.3 Follow the proper procedures for handling emergencies which involve fainting, convulsions, bleeding, shock, or cardio-pulmonary resuscitation.

E4.5.4 Remain with patient until medical assistance arrives.

CRITERION-REFERENCED MEASURE

C4.5 Select appropriate procedures for handling medical emergencies in three simulated situations. An acceptable rating must be received on each item of the checklist provided (page 45).

HANDLING MEDICAL EMERGENCIES CHECKLIST

(4.5)

	YES	NO
1. Sent for physician or other medical assistance.	___	___
2. Determined type of medical emergency.	___	___
3. Followed proper procedure for handling emergency.	___	___
4. Remained with patient until medical assistance arrived.	___	___

SELECTED INSTRUCTIONAL ACTIVITIES

1. Show film from Red Cross on handling medical emergencies and discuss it with the class (E4.5.1-E4.5.4).
2. Have students prepare a bulletin board of "do's and don'ts" to follow when handling a medical emergency (E4.5.1-E4.5.4).
3. Have students role play emergency situations where an inappropriate procedure was used. Discuss what the correct procedure should have been (E4.5.1-E4.5.4).
4. Use the chalkboard or transparencies to list different types of emergencies that might occur and the rules to follow in handling each (E4.5.1-E4.5.4).
5. Provide students with medical emergency situation analyses and have them list procedures to follow in handling the emergencies (E4.5.1-E4.5.4).
6. Provide students with training session in CPR, if one is available (E4.5.3).

SELECTED TOOLS AND MATERIALS

Bulletin board and art supplies
Chalkboard
Transparencies
Overhead projector
Situation analyses

SELECTED AUDIOVISUAL MATERIALS

Transparencies listing different types of medical emergencies
Film from Red Cross on handling medical emergencies

SELECTED REFERENCES

Medical Office Procedures. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Office Procedures, Instructor's Manual. 2nd edition. Bredow, Becklin, and Sunnarborg.

DUTY AREA

5. PROCESSING LETTERS AND MEDICAL RECORDS

TASKS/COMPETENCIES

5.1 Define medical prefixes, suffixes, root words, and combined forms

5.2 Translate definitions into medical prefixes, suffixes, root words, and combined forms

5.3 Build medical terms from definitions

5.4 Spell and define medical terms

5.5 Supply medical terms for frequently used abbreviations

5.6 Supply abbreviations for frequently used medical terms

5.7 Transcribe recorded letters of average length

5.8 Transcribe recorded medical records

5.9 Compose and typewrite letters of mailable form

Application

DUTY AREA

5. PROCESSING LETTERS AND MEDICAL RECORDS

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

5.1 Define medical prefixes, suffixes, root words, and combined forms

COURSE

Medical Office Procedures (VA #6730)

5.1

PERFORMANCE OBJECTIVE

P5.1 Given 50 medical prefixes, suffixes, root words, or combined forms, supply a definition for each. A minimum of 90 percent accuracy is required.

SELECTED ENABLING OBJECTIVES

E5.1.1 If given by dictation, write the prefix, suffix, root word, or combined form.

E5.1.2 Supply a definition for each.

E5.1.3 Check work for accuracy.

CRITERION-REFERENCED MEASURE

C5.1 Define 50 medical prefixes, suffixes, root words, or combined forms, with a minimum of 90 percent accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students keep a notebook of medical terms, including root words, prefixes, suffixes, and combined forms.
2. Prepare poster cards for new terms and display them on bulletin board or other appropriate place. Use the cards to drill students on definitions of the terms (E5.1.1, E5.1.2).
3. Prepare various word games that require matching medical terms (including root words, prefixes, suffixes, and combined forms) with their definitions. Have students complete the word game (E5.1.1, E5.1.2).
4. Write medical prefixes, suffixes, root words, and combined forms on the chalkboard and have students supply the definition. Divide class into teams and keep score to determine team with most correct answers (E5.1.1-E5.1.3).
5. Dictate medical terms to be defined. Definitions may be written in longhand or typewritten as each word is dictated. Check accuracy of definitions in class by exchanging papers or have each student check own paper (E5.1.1-E5.1.3).

SELECTED TOOLS AND MATERIALS

Notebook
Poster cards
Bulletin board
Chalkboard

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Medical Secretary-Receptionist Simulation Project, Student Manual. Frye, Kline, Hubbard, and Moon.
Medical Terminology: A Programmed Text. 4th edition. Smith and Davis.

Application

DUTY AREA

5. PROCESSING LETTERS AND MEDICAL RECORDS

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

5.2 Translate definitions into medical prefixes, suffixes, root words, and combined forms

COURSE

Medical Office Procedures (VA #6730)

5.2

PERFORMANCE OBJECTIVE

P5.2 Given 50 definitions, translate them into medical prefixes, suffixes, root words, or combined forms. A minimum of 90 percent accuracy is required.

SELECTED ENABLING OBJECTIVES

E5.2.1 Translate definition into prefix, suffix, root word, or combined form.

E5.2.2 Write the prefix, suffix, root word, or combined form.

E5.2.3 Check work for accuracy.

CRITERION-REFERENCED MEASURE

C5.2 Translate 50 definitions into medical prefixes, root words, or combined forms, with a minimum of 90 percent accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Distribute practice sheets with medical definitions on them and have students translate them into root words, prefixes, suffixes, and combined forms (E5.2.1-E5.2.3).

2. Give matching tests that require students to match definitions to prefixes, suffixes, root words, and combined forms (E5.2.1, E5.2.2).

3. Prepare flash cards with medical terms on one side and definitions on other side. Have students work in groups of two, one displaying the definition while the other supplies the name of the term (E5.2.1).

4. Organize students into small groups of three or four students each and have them prepare practice sheets that require the matching of definitions to medical prefixes, suffixes, root words, and combined forms. Exchange practice sheets among groups and have each group complete a practice sheet prepared by a different group (E5.2.1, E5.2.2).

SELECTED TOOLS AND MATERIALS

Practice sheets
Matching tests
Flash cards

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Medical Secretary-Receptionist Simulation Project, Student Manual. Frye, Kline, Hubbard, and Moon.
The Medical Secretary: Terminology and Transcription. 3rd edition. Root and Byers.
Medical Terminology: A Programmed Text. 4th edition. Smith and Davis.

Application

DUTY AREA

5. PROCESSING LETTERS AND MEDICAL RECORDS

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

5.3 Build medical terms from definitions

COURSE

Medical Office Procedures (VA #6730)

5.3

PERFORMANCE OBJECTIVE

P5.3 Given 50 definitions, build 50 medical terms, with 90 percent accuracy.

SELECTED ENABLING OBJECTIVES

E5.3.1 Translate definitions into prefixes, suffixes, and root words.

E5.3.2 Combine these prefixes or suffixes with root words to form medical terms.

E5.3.3 Check work for accuracy.

CRITERION-REFERENCED MEASURE

C5.3 Build 50 medical terms from definitions with 90 percent accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review the definitions of previously discussed prefixes, suffixes, and root words (E5.3.1).
2. Discuss and give examples of how prefixes and suffixes are combined with root words to form medical terms (E5.3.2).
3. Prepare transparencies with different prefixes and suffixes and show how the prefixes and suffixes are added to different root words to form new medical terms (E5.3.2).
4. Distribute practice sheets that contain prefixes, suffixes, root words, and definitions. Have students practice building new terms that fit the definitions (E5.3.1-E5.3.3).
5. Prepare sets of index cards that contain definitions of medical terms. Have students provide terms for the definitions and then assemble the cards so that words can be built from the definitions (E5.3.1-E5.3.3).

SELECTED TOOLS AND MATERIALS

Transparencies
Overhead projector
Practice sheets
Index cards

SELECTED AUDIOVISUAL MATERIALS

Transparencies of prefixes and suffixes

SELECTED REFERENCES

Medical Secretary-Receptionist Simulation Project, Student Manual. Frye, Kline, Hubbard, and Moon.
Medical Terminology: A Programmed Text. 4th edition. Smith and Davis.

Application

DUTY AREA

5. PROCESSING LETTERS AND MEDICAL RECORDS

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

5.4 Spell and define medical terms

COURSE

Medical Office Procedures (VA #6730)

5.4

PERFORMANCE OBJECTIVE

P5.4 Given 50 medical terms from oral dictation, spell the terms and supply their definitions. A minimum of 90 percent accuracy is required.

SELECTED ENABLING OBJECTIVES

E5.4.1 Listen to each word.

E5.4.2 Typewrite each word.

E5.4.3 Typewrite the definition for each word.

E5.4.4 Check work for accuracy.

CRITERION-REFERENCED MEASURE

C5.4 Spell 50 medical terms from oral dictation and supply their definitions, with 90 percent accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Dictate medical terms and have students practice writing correct spellings in longhand. Discuss definition of each term as it is dictated (E5.4.1-E5.4.4).
2. Organize class into teams. Dictate medical terms and have teams take turns writing the terms correctly on the chalkboard and verbally supplying definitions. Determine most proficient team on basis of number of words correctly spelled and defined. Use medical dictionary to evaluate correctness of definitions (E5.4.1-E5.4.4).
3. Record medical terms on transcription equipment or tape. Have students practice spelling the words and supplying their definitions at typewriters. Students should refer to medical dictionaries for unknown definitions (E5.4.1-E5.4.4).
4. Dictate medical terms and have students spell the words and supply their definitions at typewriters (E5.4.1-E5.4.4).

SELECTED TOOLS AND MATERIALS

Chalkboard
Transcription equipment
Tape and tape players

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Medical Secretary-Receptionist Simulation Project, Student Manual. Frye, Kline, Hubbard, and Moon.
Medical Terminology: A Programmed Text. 4th edition. Smith and Davis.
10,000 Medical Words: Spelled and Divided for Quick Reference. Byers.

Application

DUTY AREA

5. PROCESSING LETTERS AND MEDICAL RECORDS

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

5.5 Supply medical terms for frequently used abbreviations

COURSE

Medical Office Procedures (VA #6730)

5.5

PERFORMANCE OBJECTIVE

P5.5 Given 30 frequently used medical abbreviations, supply the medical terms. A minimum of 95 percent accuracy is required.

SELECTED ENABLING OBJECTIVES

E5.5.1 Write medical term from abbreviation.

E5.5.2 Compare term with abbreviation reference.

CRITERION-REFERENCED MEASURE

C5.5 Supply 30 medical terms from frequently used medical abbreviations, with a minimum of 95 percent accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students prepare a poster of commonly used medical abbreviations and ask class members to define each abbreviation (E5.5.1, E5.5.2).

2. List medical abbreviations on chalkboard and have students use medical dictionaries to determine full terms for each abbreviation (E5.5.1, E5.5.2).

3. Make flash cards with commonly used abbreviations and use in classroom drills (E5.5.1, E5.5.2).

4. Distribute practice sheets with abbreviations listed and have students practice supplying the medical terms (E5.5.1).

SELECTED TOOLS AND MATERIALS

Posterboard and art supplies
Chalkboard
Flash cards
Practice sheets

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Medical Secretary-Receptionist Simulation Project, Student Manual. Frye, Kline, Hubbard, and Moon.
Medical Terminology: A Programmed Text. 4th edition. Smith and Davis.
10,000 Medical Words: Spelled and Divided for Quick Reference. Byers.

Application

DUTY AREA

5. PROCESSING LETTERS AND MEDICAL RECORDS

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

5.6 Supply abbreviations for frequently used medical terms

COURSE

Medical Office Procedures (VA #6730)

5.6

PERFORMANCE OBJECTIVE

P5.6 Given 30 frequently used medical terms, supply the medical abbreviations, with 95 percent accuracy.

SELECTED ENABLING OBJECTIVES

E5.6.1 Write medical abbreviations from the terms.

E5.6.2 Compare abbreviations with terms reference.

CRITERION-REFERENCED MEASURE

C5.6 Supply 30 medical abbreviations from frequently used terms, with 95 percent accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. On the chalkboard, write a list of medical terms and a list of matching abbreviations arranged in a different order. Divide students into teams and have them take turns matching the terms with their corresponding abbreviations (E5.6.1, E5.6.2).

2. Prepare various word puzzles that require the matching of medical terms with their abbreviations. Have students complete the puzzles and check answers with one another (E5.6.1, E5.6.2).

3. Orally dictate medical terms and have students record the appropriate abbreviation for each term. Check answers by exchanging papers (E5.6.1, E5.6.2).

4. Prepare a display of frequently used medical abbreviations and add to it as abbreviations occur in class assignments. Use the display for periodic drill on abbreviations (E5.6.1, E5.6.2).

SELECTED TOOLS AND MATERIALS

Chalkboard
Word puzzles
Display of medical terms

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Medical Secretary-Receptionist Simulation Project, Student Manual. Frye, Kline, Hubbard, and Moon.
Medical Terminology: A Programmed Text. 4th edition. Smith and Davis.

Application

DUTY AREA

5. PROCESSING LETTERS AND MEDICAL RECORDS

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

5.7 Transcribe recorded letters of average length

COURSE

Medical Office Procedures (VA #6730)

5.7

PERFORMANCE OBJECTIVE

P5.7 Given recorded material, transcribe two mailable letters of average length at the typewriter. A letter will be judged mailable if it contains no typographical, grammatical, punctuation, or capitalization errors, if it has no noticeable corrections, and if any changes in wording do not alter the intended meaning of that dictated.

SELECTED ENABLING OBJECTIVES

E5.7.1 Listen to recorded material to determine corrections in dictation noted by dictator.

E5.7.2 Listen to a portion of the recorded dictation and transcribe at typewriter.

E5.7.3 If dictation is unclear, back up and replay it.

E5.7.4 Typewrite dictation, using designated letter style and placement form.

E5.7.5 Use correct spelling, punctuation, and word division.

E5.7.6 Listen to another portion of the recorded dictation and transcribe at typewriter.

E5.7.7 Replay dictation until it is clear.

E5.7.8 After all dictation has been typed, proofread for errors.

E5.7.9 Neatly correct any errors.

CRITERION-REFERENCED MEASURE

C5.7 Transcribe two mailable letters of average length at the typewriter. Letters should contain no errors in typing, grammar, punctuation, and capitalization. Corrections should not be clearly visible and any changes in wording should not alter the intended meaning of that dictated.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review procedures for use of transcription equipment and discuss standards a letter must meet to be considered mailable (E5.7.1-E5.7.9).

2. Prepare a bulletin board display of model letters students can refer to as they transcribe.

3. Have students practice transcribing medical office correspondence from recorded media (E5.7.1-E5.7.7).

4. Have students evaluate letters transcribed by others for mailability. Any inaccuracies or visible corrections that cause the letter to be non-mailable should be noted (E5.7.8).

5. Have a variety of individuals from the medical community dictate letters on recorded media for the students to transcribe. Submit sample letters transcribed by students to dictators for review. Ask the dictators to mark any letters they would not be willing to mail and return them to students to be redone (E5.7.1-E5.7.9).

6. Establish production standards for producing mailable letters from dictated material. Demonstrate equipment and supply handling techniques than can help students meet the standards (E5.7.1-E5.7.9).

SELECTED TOOLS AND MATERIALS

Transcription equipment
Bulletin board
Model letters
Sample letters dictated by medical personnel

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Medical Office Practice. 2nd edition. Atkinson.
Medical Office Procedures. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Office Procedures, Instructor's Manual. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Secretary-Receptionist Simulation Project, Student Manual. Frye, Kline, Hubbard, and Moon.
Medical Secretary's Standard Reference Handbook. Saputo and Rutherford.

Application

DUTY AREA

5. PROCESSING LETTERS AND MEDICAL RECORDS

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

5.8 Transcribe recorded medical records

COURSE

Medical Office Procedures (VA #6730)

5.8

PERFORMANCE OBJECTIVE

P5.8 Given recorded material, transcribe two medical records at the typewriter, with all errors neatly corrected.

SELECTED ENABLING OBJECTIVES

E5.8.1 Listen to recorded material to determine corrections in dictation noted by dictator.

E5.8.2 Listen to a portion of the recorded dictation and transcribe at typewriter.

E5.8.3 If dictation is unclear, back up and replay it.

E5.8.4 Typewrite material in the appropriate style.

E5.8.5 Listen to another portion of the recorded dictation and transcribe it at typewriter.

E5.8.6 Replay dictation, if unclear.

E5.8.7 Proofread for errors in spelling, punctuation, word division, typing, and terminology after all dictation has been transcribed.

E5.8.8 Correct any errors neatly.

CRITERION-REFERENCED MEASURE

C5.8 Transcribe two medical records at the typewriter, with any errors neatly corrected.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students examine copies of patient charts from a clinic or hospital to note content, method of dictation, information required, and other pertinent details.
2. Review use and meaning of abbreviations that occur in medical records.
3. Discuss importance of maintaining correct medical records, and the problems that can arise if errors are made.
4. Review procedures for using transcribing equipment and have students practice transcribing medical records from recorded media (E5.8.1-E5.8.8).
5. Review proofreading techniques with students. Have students practice using the techniques on medical records they have transcribed (E5.8.7).
6. Have students evaluate records transcribed by others. Inaccuracies should be noted and records returned to original transcribers for correction (E5.8.7, E5.8.8).
7. Post exemplary sample medical records transcribed by students. Use the samples as guides for others in transcribing medical records (E5.8.1-E5.8.8).

SELECTED TOOLS AND MATERIALS

Patient charts
Transcribing equipment

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Medical Office Practice. 2nd edition. Atkinson.
Medical Office Procedures. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Office Procedures, Instructor's Manual. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Secretary-Receptionist Simulation Project, Student Manual. Frye, Kline, Hubbard, and Moon.

Application

DUTY AREA

5. PROCESSING LETTERS AND MEDICAL RECORDS

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

5.9 Compose and typewrite letters of mailable form

COURSE

Medical Office Procedures (VA #6730)

5.9

PERFORMANCE OBJECTIVE

P5.9 Given required information, compose and typewrite two routine medical office letters of mailable form. An acceptable rating must be received on each item of the attached checklist.

SELECTED ENABLING OBJECTIVES

E5.9.1 Compose letter so that it is simple, clear, and concise.

E5.9.2 Typewrite letter in letter style designated by physician.

E5.9.3 Place letter properly on page.

E5.9.4 Address letter according to appropriate title.

E5.9.5 Use correct spelling, punctuation, and word division.

E5.9.6 Proofread for errors.

E5.9.7 Correct errors neatly.

CRITERION-REFERENCED MEASURE

C5.9 Compose and typewrite two routine letters of mailable form. An acceptable rating must be received on each item of the attached checklist.

COMPOSING AND TYPEWRITING LETTERS IN MAILABLE FORM

(5.9)

	YES	NO
1. Letter is clear, simple, and concise.	___	___
2. Letter is in designated style.	___	___
3. Letter is placed properly on page.	___	___
4. Letter is addressed according to proper title.	___	___
5. Spelling, punctuation, and word division are correct.	___	___
6. Any errors are neatly corrected.	___	___

SELECTED INSTRUCTIONAL ACTIVITIES

1. Provide students with sample letters and have them evaluate them for clarity and conciseness (E5.9.1).
2. Review rules for typewriting business letters (E5.9.1-E5.9.7).
3. Post model letter illustrating proper placement of letter parts (E5.9.1-E5.9.7).
4. Have students work together to compose letters they think would be appropriate for a given situation in a medical office. Discuss strengths and weaknesses of the letters (E5.9.1-E5.9.5).
5. Distribute practice sheets giving details of various situations and have students practice composing and typewriting appropriate letters for the situations (E5.9.1-E5.9.7).
6. Have students evaluate letters prepared by others, using a checklist for composing and typewriting in mailable form (E5.9.1-E5.9.7).

SELECTED TOOLS AND MATERIALS

Sample letters
Model letters
Practice sheets

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Medical Office Procedures. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Office Procedures, Instructor's Manual. 2nd edition, Bredow, Becklin, and Sunnarborg.
Medical Secretary-Receptionist Simulation Project, Student Manual. Frye, Kline, Hubbard, and Moon.
Medical Secretary's Standard Reference Handbook. Saputo and Rutherford.
Northside Medical Center, P.C.: The Medical Secretary. Humphreys.

DUTY AREA

6. OBSERVING MEDICAL OFFICE ETHICS

TASKS/COMPETENCIES

6.1 Explain interpersonal skills required for appropriately interacting with patients

6.2 Identify procedures for maintaining confidentiality of patient information

6.3 Identify procedures for professional handling of patient complaints

6.4 Explain actions that might be viewed as inappropriate advertisement of a physician's services

6.5 Notify physician of any patient who is under treatment by another physician for the same condition

6.6 Describe preventative measures that should be taken by medical office personnel to avoid malpractice suits

Application

DUTY AREA

6. OBSERVING MEDICAL OFFICE ETHICS

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

6.1 Explain interpersonal skills required for appropriately interacting with patients

COURSE

Medical Office Procedures (VA #6730)

6.1

PERFORMANCE OBJECTIVE

P6.1 Given three simulated situations, exhibit patience, sympathy, tact, and empathy toward patients. An acceptable rating must be received on each item of the checklist provided (page 73).

SELECTED ENABLING OBJECTIVES

E6.1.1 Greet patient with a smile.

E6.1.2 Call patient by name, if known.

E6.1.3 Listen to patient's problems sympathetically, but without offering medical advice.

E6.1.4 Respond to ill-tempered patients in a courteous manner.

E6.1.5 Let patient choose topic of conversation, but avoid controversial or emotional issues.

E6.1.6 If patient has a long waiting period, provide additional attention, such as offering magazines, adjusting the light for better vision, and keeping patient informed as to when he or she will be seen.

E6.1.7 If appointments must be cancelled because physician is handling an emergency, explain problem to waiting patients and reschedule appointments.

CRITERION-REFERENCED MEASURE

C6.1 Exhibit patience, sympathy, tact, and empathy toward patients in three simulated situations. An acceptable rating must be received on each item of the checklist provided (page 73).

EXHIBITING PATIENCE, SYMPATHY, TACT,
AND EMPATHY TOWARD PATIENTS CHECKLIST

(6.1)

	YES	NO
1. Greeted patient with a smile.	___	___
2. Called patient by name, when possible.	___	___
3. Listened to patient's problem sympathetically, but did not offer medical advice.	___	___
4. Responded to ill-tempered patients in a courteous manner.	___	___
5. Let patient choose topic of conversation, but avoided controversial or emotional issues.	___	___
6. Provided additional attention to patient when waiting period was long.	___	___
7. Explained to waiting patients when physician was unable to keep scheduled appointments because of an emergency, and rescheduled the appointment.	___	___

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss why it is important for patients' experiences in a medical office to be positive ones.

2. Have students list topics of conversation that might occur in discussions with patients. Have the students identify topics that should not be discussed and why (E6.1.5).

3. List things that can be done to help patients feel comfortable during waiting periods. Post list on the bulletin board (E6.1.6).

4. Provide students with situation analyses involving patients and have them discuss how medical office employees in the cases should conduct themselves to display sympathy, tact, and empathy toward the patients (E6.1.1-E6.1.7).

5. Provide students with role playing situations that require them to display sympathy, tact, and empathy toward medical patients (E6.1.1-E6.1.7).

SELECTED TOOLS AND MATERIALS

Bulletin board

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Medical Office Procedures. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Office Procedures, Instructor's Manual. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Secretary's Standard Reference Handbook. Saputo and Rutherford.
Northside Medical Center, P.C.: The Medical Secretary. Humphreys.

Application

DUTY AREA

6. OBSERVING MEDICAL OFFICE ETHICS

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

6.2 Identify procedures for maintaining confidentiality of patient information

COURSE

Medical Office Procedures (VA #6730)

6.2

PERFORMANCE OBJECTIVE

P6.2 Given three simulated office situations, accurately respond so that patient information remains confidential.

SELECTED ENABLING OBJECTIVES

E6.2.1 Give patient information only to physician and other appropriate medical personnel, or file in patient folder.

E6.2.2 Do not leave patient information in a place where is can be read by unauthorized personnel.

E6.2.3 If questioned by phone or in person, do not divulge any information, even to patient, without authorization from physician.

E6.2.4 Do not discuss patient information with other staff members, unless authorized to do so.

E6.2.5 Define and discuss the terms privileged communication, slander, and invasion of privacy.

CRITERION-REFERENCED MEASURE

C6.2 In three simulated situations, accurately respond so that patient information remains confidential.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss why patient confidentiality is important (E6.2.1-E6.2.5).

2. On the chalkboard, list problems that could occur if patient confidentiality is not observed (E6.2.5).

3. Distribute situation analyses involving problems in confidentiality. Let students suggest ways the situations might have been handled more appropriately (E6.2.1-E6.2.5).

4. Role play situations in which requests are made for information that must remain confidential (E6.2.3, E6.2.4).

SELECTED TOOLS AND MATERIALS

Chalkboard
Film
Film projector
Situation analyses

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Medical Office Procedures. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Office Procedures, Instructor's Manual. 2nd edition. Bredow, Becklin, and Sunnarborg.
Northside Medical Center, P.C.: The Medical Secretary. Humphreys.

Application

DUTY AREA

6. OBSERVING MEDICAL OFFICE ETHICS

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

6.3 Identify procedures for professional handling of patient complaints

COURSE

Medical Office Procedures (VA #6730)

6.3

PERFORMANCE OBJECTIVE

P6.3 Given a simulated office situation in which a patient is displeased with medical procedures, identify completely an accurately the means of handling patient complaints professionally.

SELECTED ENABLING OBJECTIVES

E6.3.1 Listen politely to patient's complaint, but do not respond.

E6.3.2 If possible, change topic of conversation.

E6.3.3 Refrain from giving opinion about physician, either personal or professional.

E6.3.4 Resolve any differences with physician in private and not where patients can overhear.

CRITERION-REFERENCED MEASURE

C6.3 In a simulated medical office situation in which a patient is displeased with medical procedures, identify completely and accurately the means of handling patient complaints professionally.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss problems that might occur if medical office employees criticize physicians when talking with patients (E6.3.1-E6.3.3).

2. Have students suggest ways to handle a complaining patient tactfully (E6.3.1-E6.3.3).

3. Distribute situation analyses that involve criticism of physicians by patients and medical office employees, and have students suggest how the situations might have been more appropriately handled (E6.3.1-E6.3.4).

4. Have students role play situations where complaining patients are handled appropriately (E6.3.1-E6.3.3).

SELECTED TOOLS AND MATERIALS

Situation analyses

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Medical Office Procedures. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Office Procedures, Instructor's Manual. 2nd edition. Bredow, Becklin, and Sunnarborg.
Northside Medical Center, P.C.: The Medical Secretary. Humphreys.

Application

DUTY AREA

6. OBSERVING MEDICAL OFFICE ETHICS

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

6.4 Explain actions that might be viewed as inappropriate advertisement of a physician's services

COURSE

Medical Office Procedures (VA #6730)

6.4

PERFORMANCE OBJECTIVE

P6.4 Given a simulated office situation, determine accurately activities that might be construed as inappropriate advertising of a physician's services.

SELECTED ENABLING OBJECTIVES

E6.4.1 Do not brag about physician to patients.

E6.4.2 Avoid suggesting to friends that they use physician's services.

E6.4.3 Refrain from discussing other physicians' qualifications with patients.

E6.4.4 Do not suggest return medical visits, unless authorized to do so.

CRITERION-REFERENCED MEASURE

C6.4 Determine accurately activities within a simulated office setting that might be construed as inappropriate advertising of a physician's service.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss why it is customary not to advertise a physician's services (E6.4.1-E6.4.3).

2. Provide students with a list of statements, some of them containing inappropriate promotional statements about physicians' services. Have students label each statement as acceptable or unacceptable (E6.4.1-E6.4.4).

3. Have students role play situations in which it appears that physicians' services were promoted and ask students to suggest ways the promotional statements could have been avoided (E6.4.1-E6.4.4).

SELECTED TOOLS AND MATERIALS

List of statements

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Medical Office Procedures. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Office Procedures, Instructor's Manual. 2nd edition. Bredow, Becklin, and Sunnarborg.

Application

DUTY AREA

6. OBSERVING MEDICAL OFFICE ETHICS

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

6.5 Notify physician of any patient who is under treatment by another physician for the same condition

COURSE

Medical Office Procedures (VA #6730)

6.5

PERFORMANCE OBJECTIVE

P6.5 Given two simulated medical office situations, notify physician upon learning that a patient is under treatment by another physician for the same condition. Procedures followed must be those identified in class as professionally acceptable and appropriate.

SELECTED ENABLING OBJECTIVES

E6.5.1 Determine, from conversation or other sources, if patient is under treatment by another physician for the same condition.

E6.5.2 Identify source of information--patient conversation, medical record, other sources--for physician.

E6.5.3 Note in patient's file any additional medical treatment.

CRITERION-REFERENCED MEASURE

C6.5 Notify physician upon learning that a patient is under treatment by another physician for the same condition. Procedures followed must be those identified in class as professionally acceptable and appropriate.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss why it is important for a physician to be aware that a patient is being treated by another physician for the same condition (E6.5.1-E6.5.3).

2. List ways that information regarding treatment by another physician can be obtained (E6.5.1, E6.5.2).

3. Detail documentation that should be presented and procedures that should be followed when informing a physician that a patient is being treated by another physician (E6.5.1-E6.5.3).

SELECTED TOOLS AND MATERIALS

None identified

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Medical Office Procedures. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Office Procedures, Instructor's Manual. 2nd edition, Bredow, Becklin, and Sunnarborg.

Application

DUTY AREA

6. OBSERVING MEDICAL OFFICE ETHICS

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

6.6 Describe preventative measures that should be taken by medical office personnel to avoid malpractice suits

COURSE

Medical Office Procedures (VA #6730)

6.6

PERFORMANCE OBJECTIVE

P6.6 Given three simulated medical office situations, identify inappropriate procedures that were followed. For each procedure, describe accurately and completely a preventative measure that could be taken in order to avoid the possibility of malpractice suits.

SELECTED ENABLING OBJECTIVES

E6.6.1 Study the following procedures for preventing malpractice suits:

a. keep all patient information confidential;
b. never criticize physician to a patient;
c. notify physician if patient is under treatment by another physician for same condition, or if patient does not plan to return for recommended treatment;
d. do not discuss patient's condition or treatment with patient;
e. never diagnose or prescribe;
f. keep complete and accurate records on all patients and obtain proper authorizations, releases, and consents;
g. be safety conscious and see that all equipment is in safe working condition;
h. be available to assist the physician.

E6.6.2 Prepare, as appropriate, authorization forms, including "Authority to Operate" and "Release of Records" forms.

E6.6.3 Listen to, or read, given medical office situation analyses.

E6.6.4 Identify and list improper procedures that were followed.

CRITERION-REFERENCED MEASURE

C6.6 Identify improper procedures that were followed in given medical office situations, and, for each, describe accurately and completely a preventative measure that could be taken in order to avoid the possibility of malpractice suits.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Invite a legal representative to speak to the class about malpractice suits and what they mean to the physician and consumer.

2. Distribute situation analyses that describe situations leading to malpractice suits and discuss how each situation might have been avoided (E6.6.1-E6.6.4).

3. On the chalkboard, list procedures that must be followed in a medical office in order to avoid malpractice suits (E6.6.1-E6.6.4).

4. Show the film, A Case in Point, and review film content with students (E6.6.1-E6.6.4).

5. Discuss use of and procedures for completing "Authority to Operate" and "Release of Records" authorization forms (E6.6.2).

SELECTED TOOLS AND MATERIALS

"Authority to Operate" and "Release of Records" forms
Chalkboard
Film
Film projector

SELECTED AUDIOVISUAL MATERIALS

Film: A Case in Point. American Medical Association.

SELECTED REFERENCES

Medical Office Procedures. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Office Procedures, Instructor's Manual. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Secretary's Reference Handbook. Saputo and Rutherford.

DUTY AREA

7. SEEKING EMPLOYMENT

TASKS/COMPETENCIES

7.1 List sources of information about employment opportunities

7.2 Identify procedures in preparing for a job interview

7.3 Prepare a typewritten resume

Application

DUTY AREA

7. SEEKING EMPLOYMENT

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

7.1 List sources of information about employment opportunities

COURSE

Medical Office Procedures (VA #6730)

7.1

PERFORMANCE OBJECTIVE

P7.1 Given appropriate resources and information, accurately list sources of information for employment opportunities.

SELECTED ENABLING OBJECTIVES

E7.1.1 Determine type of position desired and medical specialty involved.

E7.1.2 Identify sources of information about desired position, including:
- a. Dictionary of Occupational Titles,
- b. Occupational Outlook Handbook,
- c. Employment Commission,
- d. guidance counselors,
- e. newspapers.

E7.1.3 Make a list of appropriate sources of information for desired employment.

CRITERION-REFERENCED MEASURE

C7.1 Accurately list five sources of information for employment opportunities.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Show film, Is a Career in the Health Services for You?, and discuss content (E7.1.1-E7.1.3).
2. Discuss sources of jobs, including friends, employment agencies, want ads, counselors, teachers, radio, and telephone directories (E7.1.2).
3. Have students bring in newspaper ads. Discuss information in ads, including abbreviations, qualifications, duties, hours, and location of job (E7.1.2).
4. Secure copies of medical office occupation pages from the Dictionary of Occupational Titles and the Occupational Outlook Handbook and review information with students (E7.1.1).
5. Have students role play requesting an interview on the telephone in response to a want ad. Ask the class to identify strengths and weaknesses of the prospective applicant.
6. Prepare a bulletin board containing information about medical job opportunities. Include want ads, job bulletins, articles about jobs, skills required for jobs, and other pertinent information (E7.1.1-E7.1.3).
7. Have a representative from the Virginia Employment Commission speak with the class about using the services of the Commission (E7.1.1-E7.1.3).

SELECTED TOOLS AND MATERIALS

Film
Film projector
Newspaper ads
Duplicated pages from the DOT and OOH
Bulletin board and information about medical job opportunities

SELECTED AUDIOVISUAL MATERIALS

Is a Career in the Health Services for You? Film No. 00110. Audiovisual Services, Virginia Department of Education.

SELECTED REFERENCES

Getting a Job. Zedlitz.
Medical Office Practice. 2nd edition. Atkinson.

Application

DUTY AREA

7. SEEKING EMPLOYMENT

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

7.2 Identify procedures in preparing for a job interview

COURSE

Medical Office Procedures (VA #6730)

7.2

PERFORMANCE OBJECTIVE

P7.2 Given a simulated job lead, prepare for a job interview by becoming acquainted with medical specialty, preparing information about job competencies, and demonstrating appropriate appearance and personal conduct.

SELECTED ENABLING OBJECTIVES

E7.2.1 Investigate the medical specialty of prospective employer.

E7.2.2 Prepare information about competencies involved in prospective job.

E7.2.3 Compare personal qualifications to specific job competencies.

E7.2.4 Plan attire suitable for job interview.

E7.2.5 Research and prepare a list of "do's and don'ts" for personal conduct during an interview.

E7.2.6 Demonstrate knowledge of appropriate job interview conduct during a mock interview.

CRITERION-REFERENCED MEASURE

C7.2 Prepare for a job interview by becoming acquainted with the medical specialty, preparing information about job competencies, and demonstrating appropriate appearance and personal conduct.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have selected students use library resources to research different medical specialties and report findings to the class (E7.2.1).

2. Have students suggest competencies that would be appropriate for a position in a medical office (E7.2.2).

3. Have students prepare a bulletin board of "do's and don'ts" for personal conduct and appearance during an interview (E7.2.4-E7.2.6).

4. Show film, Interview-- Ready or Not. Review film with students (E7.2.1-E7.2.6).

5. Work with students to prepare a checklist that can be used to evaluate an interviewee's performance during an interview (E7.2.1-E7.2.6).

6. Organize students into small groups and have them role play an interview situation, using a checklist to evaluate the interviewee's performance (E7.2.1-E7.2.6).

7. Have appropriate individuals from the business community or the school administration conduct mock interviews with students. Ask the interviewers to discuss with students strengths and weaknesses displayed during the interviews (E7.2.1-E7.2.6).

SELECTED TOOLS AND MATERIALS

Chalkboard
Bulletin board and art supplies
Film
Film projector

SELECTED AUDIOVISUAL MATERIALS

Interview-- Ready or Not. Film No. 07312, Audiovisual Services, Virginia Department of Education.

SELECTED REFERENCES

Getting a Job. Zedlitz.
Medical Office Procedures. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Office Procedures, Instructor's Manual. 2nd edition. Bredow, Becklin, and Sunnarborg.
Northside Medical Center, P.C.: The Medical Secretary. Humphreys.

Application

DUTY AREA

7. SEEKING EMPLOYMENT

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

7.3 Prepare a typewritten resume

COURSE

Medical Office Procedures
(VA #6730)

7.3

PERFORMANCE OBJECTIVE

P7.3 Given appropriate instruction and materials, typewrite a personal resume in an appropriate format. Any corrections in the typewritten resume must not be noticeably visible.

SELECTED ENABLING OBJECTIVES

E7.3.1 Compile information.

E7.3.2 Typewrite resume in an appropriate format, including:

a. job or career objective;
b. personal data (name, address, telephone number, social security number);
c. education (names and addresses of schools attended, degrees or certificates received, dates of attendance and graduation);
d. job experience (all jobs, including summer employment, names and addresses of employers, dates of employment);
e. special interests (volunteer work in church or community, hobbies that relate to work, extracurricular activities);
f. references (names, addresses, and telephone numbers of at least three people who are not related).

E7.3.3 Check work for incorrect spellings or typographical errors.

E7.3.4 Correct any errors neatly.

CRITERION-REFERENCED MEASURE

C7.3 Typewrite a personal resume in an appropriate format, making sure that any corrections made are not noticeably visible.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the use and importance of a resume in seeking employment (E7.3.1-E7.3.4).
2. Have students design a poster that illustrates types of information included on a resume (E7.3.2).
3. Use transparencies to illustrate steps to follow in typewriting a resume and the appropriate wording for included information (E7.3.1-E7.3.4).
4. Have students list information about themselves that can be included on their resumes (E7.3.2).
5. Have students evaluate information they have listed as to appropriateness for inclusion on a resume. Have them organize the information as it would appear on a resume (E7.3.2).
6. Have students prepare initial typewritten drafts of resumes and provide input prior to their preparation of final resumes (E7.3.1, E7.3.2).
7. Have each student prepare a resume in final form that can be used for job seeking purposes (E7.3.2-E7.3.4).

SELECTED TOOLS AND MATERIALS

Posterboard and art supplies
Overhead projector

SELECTED AUDIOVISUAL MATERIALS

Transparencies illustrating steps to follow in typewriting a resume

SELECTED REFERENCES

Getting a Job. Zedlitz.
Medical Office Procedures. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Office Procedures, Instructor's Manual. 2nd edition. Bredow, Becklin, and Sunnarborg.

DUTY AREA

8. DEVELOPING PERSONAL EMPLOYABILITY SKILLS

TASKS/COMPETENCIES

8.1 Participate in Future Business Leaders of America activities

8.2 Use constructive criticism to develop plans for improving personal work habits

8.3 Identify the attitudes necessary for good staff relations in a medical office

8.4 Identify procedures and considerations for producing work of satisfactory quality

8.5 List considerations for maintaining an orderly office and reception area

8.6 Exhibit appropriate grooming and dress practices for working in medical office

Application

DUTY AREA

8. DEVELOPING PERSONAL EMPLOYABILITY SKILLS

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

8.1 Participate in Future Business Leaders of America activities

COURSE

Medical Office Procedures (VA #6730)

8.1

PERFORMANCE OBJECTIVE

P8.1 Given the opportunity, guidelines for effective membership/leadership, join and participate in co-curricular activities of the Future Business Leaders of America, following the guidelines provided.

SELECTED ENABLING OBJECTIVES

E8.1.1 Define the purposes of the Future Business Leaders of America.

E8.1.2 Engage in organization activities, demonstrating the ability to participate actively.

E8.1.3 Participate in completing individual and group projects at a level of performance which reflects pride in accomplishment.

E8.1.4 Prepare for and participate in regional and state contests and meetings.

CRITERION-REFERENCED MEASURE

C8.1 Join and participate in activities of the Future Business Leaders of America, following membership/leadership guidelines provided.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students construct a bulletin board which displays the purposes of the FBLA and five activity areas involved in the organization (E8.1.1, E8.1.2).
2. Post a program of work and a calendar for the local FBLA chapter. Discuss these periodically with the students (E8.1.2-E8.1.4).
3. Select FBLA activities that involve all students and have them volunteer for various committees that will carry out the activities (E8.1.3).
4. Encourage students, according to their special abilities, to participate in local, regional, and state FBLA contests (E8.1.4).
5. Discuss with students strengths that they can be developed through participation in FBLA activities and how these strengths relate to employability (E8.1.1).
6. Have each student compose and typewrite a short paper of two or three paragraphs on the topic of "What FBLA Means to Me" (E8.1.1).

SELECTED TOOLS AND MATERIALS

Bulletin board and art supplies
FBLA program of work and calendar
Guidlines for effective menbership/leadership

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

FBLA Co-Curricular Activities. Division of Vocational Education, Virginia Department of Education.

Guide for Integrating FBLA Into the Classroom. Division of Program Services, Virginia Department of Education.

Virginia Chapter Future Business Leaders of America Handbook. Division of Program Services, Virginia Department of Education.

Application

DUTY AREA

8. DEVELOPING PERSONAL EMPLOYABILITY SKILLS

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

8.2 Use constructive criticism to develop plans for improving personal work habits

COURSE

Medical Office Procedures (VA #6730)

8.2

PERFORMANCE OBJECTIVE

P8.2 Given an analysis of personal work habits, distinguish between personal strengths and weaknesses and develop a plan for improving the latter based on positive work habits prevented in class.

SELECTED ENABLING OBJECTIVES

E8.2.1 Determine positive work habits, including:
- a. exercising self-control,
- b. accepting criticism courteously,
- c. not arguing with those offering criticim,
- d. not taking criticism personally.

E8.2.2 Analyze personal weaknesses.

E8.2.3 Develop a plan for improving personal weaknesses.

CRITERION-REFERENCED MEASURE

C8.2 Define personal work habits, distinguish between personal strengths and weaknesses, and develop a plan for improving personal weaknesses. The plans must be based on positive work habits presented in class.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss criticism, differentiating between constructive and destructive criticism (E8.2.1-E8.2.3).

2. Have students role play situations in which criticism is given and have them analyze reactions of the recipients of the criticism (E8.2.1).

3. Have students identify benefits of accepting constructive criticism in a positive manner (E8.2.2).

4. Have students identify personal characteristics that will help them accept criticism in a positive manner (E8.2.1-E8.2.3).

SELECTED TOOLS AND MATERIALS

Positive work habits handout

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Your Attitude is Showing. Chapman.

Application

DUTY AREA

8. DEVELOPING PERSONAL EMPLOYABILITY SKILLS

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

8.3 Identify the attitudes necessary for good staff relations in a medical office

COURSE

Medical Office Procedures (VA #6730)

8.3

PERFORMANCE OBJECTIVE

P8.3 Given a description of a medical office setting, identify accurately and completely the attitudes and work habits necessary for a positive office environment.

SELECTED ENABLING OBJECTIVES

E8.3.1 Be cheerful and positive about patient and office duties.

E8.3.2 Accept fair share of responsibilities.

E8.3.3 Handle details in a thorough, pleasant, and accurate manner.

E8.3.4 Maintain a positive outlook when working under pressure.

E8.3.5 Seek ways to relieve physician and other medical personnel of time-consuming tasks.

CRITERION-REFERENCED MEASURE

C8.3 Identify accurately and completely the attitudes and work habits necessary for a positive working environment in a medical office.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Show the film, Office Practices-- Working With Others, and discuss film with class (E8.3.1-E8.3.5).
2. Establish situations in which students are pressured to meet deadlines and evaluate their attitudes toward their work and others in such situations (E8.3.4).
3. Assign projects to be completed by groups of students. After the projects are completed, have students evaluate how their attitudes affected progress toward completion of the projects (E8.3.2-E8.3.4).
4. Assign individual students to work with other members of the class that they have difficulty getting along with. Ask students to identify attitudes they have displayed that have created conflict (E8.3.2-E8.3.4).
5. Have students role play work situations in a medical office and discuss attitudes necessary to make the office a positive environment (E8.3.1-E8.3.5).

SELECTED TOOLS AND MATERIALS

Film
Film projector

SELECTED AUDIOVISUAL MATERIALS

Office Practice-- Working with Others. Film No. 33409. Audiovisual Services, Virginia Department of Education.

SELECTED REFERENCES

None identified

Application

DUTY AREA

8. DEVELOPING PERSONAL EMPLOYABILITY SKILLS

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

8.4 Identify procedures and considerations for producing work of satisfactory quality

COURSE

Medical Office Procedures (VA #6730)

8.4

PERFORMANCE OBJECTIVE

P8.4 Given simulated medical office assignments, identify accurately and completely procedures and considerations for completion of assignments, based on a teacher-prepared checklist.

SELECTED ENABLING OBJECTIVES

E8.4.1 Prioritize work according to due dates.

E8.4.2 Perform work according to logical sequence of tasks.

E8.4.3 Schedule adequate time to complete each task.

E8.4.4 Check accuracy of work while completing task.

E8.4.5 Evaluate work for accuracy and completeness.

CRITERION-REFERENCED MEASURE

C8.4 Identify accurately and completely procedures and considerations for completion of work assignments, based on a teacher-prepared checklist.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss why it is important to produce work of satisfactory quality (E8.4.1-E8.4.5).

2. Have students identify characteristics of good quality work (E8.4.1-E8.4.5).

3. Prepare a checklist of quality work characteristics identified by students and use to evaluate the quality of work they complete (E8.4.1-E8.4.5).

4. Have students use the checklist to evaluate work they have produced (E8.4.5).

5. Discuss situation analyses in which workers produce work that is of poor quality and have students suggest ways in which the outcome could have been different (E8.4.1-E8.4.5).

SELECTED TOOLS AND MATERIALS

Checklist--procedures and considerations for completion of assignments (teacher-prepared)
Situation analyses

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

None identified

Application

DUTY AREA

8. DEVELOPING PERSONAL EMPLOYABILITY SKILLS

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

8.5 List considerations for maintaining an orderly office and reception area

COURSE

Medical Office Procedures (VA #6730)

8.5

PERFORMANCE OBJECTIVE

P8.5 Given a simulated office setting and office schedule for the day, List considerations for maintaining an orderly office and reception area. The list must include materials needed by the physician, and characteristics of a neat and orderly work and reception area.

SELECTED ENABLING OBJECTIVES

E8.5.1 Identify materials needed by the physician for scheduled meetings with patients.

E8.5.2 Explain the characteristics of a neat and orderly work area.

E8.5.3 Explain the characteristics of a neat and orderly reception area.

CRITERION-REFERENCED MEASURE

C8.5 List considerations for maintaining an orderly office and reception area, including materials needed by the physician and characteristics of a neat and orderly work and recention area.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss atmospheres of waiting rooms and ask students to recall details of different waiting rooms they have seen (E8.5.3).

2. Present pictures or diagrams of office and reception areas that are not neat and orderly and identify ways the areas could be improved (E8.5.1-E8.5.3).

3. On the chalkboard, list procedures to follow that will aid in maintaining an orderly office and reception area (E8.5.1-E8.5.3).

4. Have students prepare a checklist that can be used to evaluate characteristics of a neat and orderly work area. Periodically ask them to use the checklist to evaluate their own work areas (E8.5.1-E8.5.3).

SELECTED TOOLS AND MATERIALS

Pictures or diagrams of disorderly office and reception areas
Chalkboard

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Medical Office Procedures. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Office Procedures, Instructor's Manual. 2nd edition. Bredow, Becklin, and Sunnarborg.

Application

DUTY AREA

8. DEVELOPING PERSONAL EMPLOYABILITY SKILLS

PROGRAM

SECRETARIAL, WORD PROCESSING, AND ADMINISTRATIVE SUPPORT (07.0601)

TASK / COMPETENCY

8.6 Exhibit appropriate grooming and dress practices for working in a medical office

COURSE

Medical Office Procedures (VA #6730)

8.6

PERFORMANCE OBJECTIVE

P8.6 Given three simulated working days, exhibit grooming and attire appropriate for a medical office. An acceptable rating must be received on all items of a checklist supplied by the instructor.

SELECTED ENABLING OBJECTIVES

E8.6.1 Identify rules related to good personal hygiene.

E8.6.2 Identify characteristics of proper medical office attire.

E8.6.3 Distinguish between hair and clothing styles which are appropriate in a medical office setting and those which are not.

E8.6.4 Explain the importance of moderate use of cosmetics and accessories.

CRITERION-REFERENCED MEASURE

C8.6 Exhibit good grooming and appropriate attire for working in a medical office. An acceptable rating must be received on all items of a checklist supplied by the instructor.

SELECTED INSTRUCTIONAL ACTIVITIES

1. On the chalkboard, list basic grooming rules to follow and discuss the rules with the class (E8.6.1-E8.6.4).
2. Have several students bring in pictures from ads or fashion magazines that illustrate proper attire for a medical office (E8.6.2-E8.6.4).
3. Have students design posters showing proper and improper ways to dress in a medical office (E8.6.2-E8.6.4).
4. Designate a specific day each month on which students come to class dressed and groomed as they would be for working in a medical office (E8.6.2-E8.6.4).
5. Have students prepare a checklist that can be used to evaluate grooming and attire for a medical office. Ask them to use the checklist on days they come attired for working in a medical office (E8.6.1-E8.6.4).
6. Bring in a representative from a local business college to speak on the topic of dressing for success (E8.6.1-E8.6.4).

SELECTED TOOLS AND MATERIALS

Chalkboard
Pictures from ads or fashion magazines
Posterboard and art supplies

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Medical Office Procedures. 2nd edition. Bredow, Becklin, and Sunnarborg.
Medical Office Procedures, Instructor's Manual. Bredow, Becklin, and Sunnarborg.
Northside Medical Center, P.C.: The Medical Secretary. Humphreys.

SECTION 2.

PROGRAMS AND COURSES

The occupational preparation programs in Business Education are job-cluster oriented. The instructional emphasis is placed on meeting the occupational objectives of the individual student. The student may pursue study through available options within any of the following four major programs:

Accounting and Computing Occupations
Business Data Processing Occupations
General Office and Administrative Support Occupations
Secretarial, Word Processing, and Administrative Support Occupations

Medical Office Procedures may be chosen to meet the requirements for Option I in the Secretarial, Word Processing, and Administrative Support Occupations Program. A description of that program, a listing of program courses and options, and DOT job codes and titles related to the program are included in the first part of this section.

Included in the second part of this section is a description of the Medical Office Procedures course. The course is approved by the Virginia Department of Education and is based on the task inventory presented in the previous guide section. The task/competency sequence lists the tasks of that section in suggested instructional order for the course. The course outline has been cross-referenced with the task inventory sheets to assist the instructor in identifying instructional objectives, materials, criterion standards, and reference materials.

SECONDARY PROGRAMS AND COURSES

PROGRAM TITLE: Secretarial, Word Processing, and Administrative Support Occupations

DESCRIPTION: Students who complete this program are prepared for entry into secretarial, word processing, and administrative support occupations. They learn to process correspondence, prepare business reports, manage administrative details, and handle basic office procedures.

CIP CODE: 07.0601

SUGGESTED GRADE LEVEL: 8 - 12

APPROVED COURSE	VA COURSE CODE
Business Exploration	6109
Introduction to Business	6110
Typewriting	6151
Shorthand	6211
Secretarial Administration I	6250
Secretarial Administration II	6260
Office Simulation	6440
Office Technology I	6620
Office Technology II	6621
Word Processing	6625
Medical Office Procedures	6730
Legal Office Procedures	6735

Program Options:

Option 1:	6109, 6110, 6151, 6250, 6260 or 6730 or 6735
Option 2:	6109, 6110, 6151, 6620, 6625
Option 3:	6109, 6110, 6151, 6620, 6621 or 6440, 6625
Option 4:	6109, 6110, 6151, 6211, 6620, 6621 or 6440, 6625
Option 5:	6109, 6110, 6151, 6211, 6620, 6625
COE:	6250, 6620, 6621, 6625

OCCUPATIONAL LEVEL	DOT CODE	DOT TITLE
Entry:	201.362-010	Legal Secretary (Option 1 only)
	201.362-014	Medical Secretary (Option 1 only)
	201.362-030	Secretary (General)
	202.362-014	Stenographer (Options 1, 4, and 5 only)
	203.362-018	Terminal System Operator
	203.582-034	Magnetic-Tape-Typewriter Operator
	203.582-058	Transcribing-Machine Operator
	219.362-010	Administrative Clerk
Advanced:	169.167-014	Administrative Secretary
	203.137-010	Word Processing Supervisor

MEDICAL OFFICE PROCEDURES (6730)

Description and Sequence

Course Description: Medical Office Procedures is a one-year, double-period occupational preparation course offered at the twelfth-grade level. Students develop skills in typewriting, communications, office machines operation, and records management, as applied in a medical office environment. Emphasis is placed on special skills required in medical offices, including receptionist duties, medical ethics, and the preparation of insurance claim forms. The course helps students develop personal employability skills and prepares them for employment in doctors' offices, nursing homes, medical clinics, insurance firms, and hospital records departments.

Prerequisites: Office Specialist I or Secretarial Administration I

Suggested Grade Level: 12

*Office Specialist I and Secretarial Administration I are also one-year, double-period occupational preparation courses. They are offered at the eleventh-grade level, and students entering them have completed one year of typewriting and one year of general business, single-period offerings at the ninth- or tenth-grade level. Tasks/competencies on the attached list include those for Office Specialist I, Secretarial Administration I, and Typewriting, in addition to Medical Office Procedures. Task/competencies related to the first three courses are preceded by an asterisk (*); those pertaining specifically to Medical Office Procedures are preceded by a task/competency number.

Task/Competency Sequence

* Exhibit self control, persistence, and initiative in completing tasks on time
* Describe traits associated with responsibility, such as productive use of time and economical use of supplies
* Evaluate personal work habits and attitudes
* Explain the importance of regular and prompt attendance
* Follow oral or written instructions in the completion of tasks
* Maintain an orderly work station
* Assemble supplies and information necessary to complete assigned tasks
* Plan work efficiently to meet deadlines
8.1 Participate in Future Business Leaders of America activities
8.2 Use constructive criticism to develop plans for improving personal work habits
8.3 Identify the attitudes necessary for good staff relations in a medical office
8.4 Identify procedures and considerations for producing work of satisfactory quality

8.5 List considerations for maintaining an orderly office and reception area
8.6 Define appropriate grooming and dress practices for working in a medical office
5.1 Define medical prefixes, suffixes, root words, and combined forms
5.2 Translate definitions into medical prefixes, suffixes, root words, and combined forms
5.3 Build medical terms from definitions
5.4 Spell and define medical terms
5.5 Supply medical terms for frequently used abbreviations
5.6 Supply abbreviations for frequently used medical terms
* Typewrite straight copy at a minimum rate and error tolerance acceptable for employment
* Typewrite three mailable business letters with special features from handwritten or edited, rough-draft copy
* Typewrite a short memorandum in specified format from handwritten or edited, rough-draft copy
* Typewrite addresses on ten envelopes at the rate of one per minute, with all errors corrected
* Typewrite routine information on three short preprinted forms, with the information appropriately placed and all errors corrected
* Typewrite five folder labels in correct format, with all errors corrected
3.1 Typewrite information on medical records
2.1 Complete a Blue Shield claim form
2.2 Complete a claim form for a private health insurance carrier
2.3 Complete a Medicare claim form
2.4 Complete a Workers' Compensation claim form
* Index, code, sort, and alphabetically file five documents
* Retrieve five documents of information from files and provide requested written information
* Prepare an acceptable copy for duplication by the photocopy process
* Operate stencil or photocopy equipment to produce quality copies
* Change the ribbon, replace the paper tape, and make minor adjustments on calculators
* Clean keys or elements, change ribbon, and make machine adjustments on typewriters
* Prepare ten letters for mailing by verifying addresses and ZIP codes, checking for enclosures, appropriately folding and inserting in envelopes, sealing, and determining postage
1.1 File documents, using the numeric method
1.4 Collect payments from, or send bills to, other physicians or their family members
1.2 Process contents of incoming mail, such as checks, patients' histories, insurance forms, medical journals, letters, x-rays, lab reports, and medicine samples.
1.3 Prepare specialized mail, determining appropriate classifications and fees
* Perform routine receptionist activities for two situations involving greeting patients and visitors, making introductions, and scheduling appointments.

* Answer five routine calls and route to proper party, give non-confidential information, and take clear messages

* Place five simulated local and long distance calls of a routine nature, using the directory when necessary

4.1 Maintain an appointment book

4.2 Prepare written telephone messages

4.3 Determine incoming calls that must immediately be referred to the physician

4.4 Complete a patient information record

6.1 Explain interpersonal skills required for appropriately interacting with patients

4.5 Select appropriate procedures for handling medical emergencies

5.7 Transcribe recorded letters of average length

5.8 Transcribe recorded medical forms

5.9 Compose and typewrite letters of mailable form

* Identify personal skills and traits and match them with available job opportunities

* Prepare typewritten application forms so that the applicant is favorably presented

* Compose and typewrite acceptable application letter

* Demonstrate acceptable behavior during a simulated job interview

7.1 List sources of informaton about employment opportunities

7.2 Identify procedures in preparing for a job interiew

7.3 Prepare a tyepwritten resume

6.2 Identify procedures for maintaining confidentiality of patient information

6.3 Identify procedures for professional handling of patient complaints

6.4 Explain actions that might be viewed as inappropriate advertisement of a physician's services

6.5 Notify physician of any patient who is under treatment by another physician for the same condition

6.6 Describe preventative measures that should be taken by medical office personnel to avoid malpractice suits

MEDICAL OFFICE PROCEDURES

Outline and Code

Content Outline	Task/Competency Code
I. Course Orientation	
II. Developing Personal Employability Skills	
A. Future Business Leaders of America Activities	P8.1
B. Work Habits	P8.2 - 8.6
III. Using Medical Terminology	
A. Definitions	P5.1 - 5.3
B. Spelling	P5.4
C. Abbreviations	P5.5 - 5.6
IV. Typewriting Medical Forms	P3.1
V. Preparing Insurance Forms	
A. Blue Cross/Blue Shield	P2.1
B. Private Health Insurance Carrier	P2.2
C. Medicare	P2.3
D. Workers' Compensation	P2.4
VI. Performing Clerical Skills	
A. Filing	P1.1
B. Billing	P1.4
VII. Processing Mail	
A. Incoming	P1.2
B. Outgoing	P1.3
VIII. Performing Receptionist Activities	
A. Appointments	P4.1
B. Telephone	P4.2 - 4.3
C. Patient Information	P4.4, 6.1
D. Emergency Procedures	P4.5
IX. Processing Letters and Medical Records	
A. Machine Transcription	P5.7 - 5.8
B. Letter Composition	P5.9
X. Seeking Employment	
A. Job Information	P7.1
B. Résumé Preparation	P7.2
C. Job Interview	P7.3
XI. Observing Medical Office Ethics	P6.2 - 6.6

APPENDIX

ADDITIONAL INFORMATION AND RESOURCES

Instructional resources, such as reference books, films, slides, transparencies, and periodicals, serve as valuable sources of information for the teacher and curriculum developer. These materials are useful in developing instructional materials and providing instructional activities.

This section includes a listing of reference materials that are useful in developing the competency-based instructional course materials for Medical Office Procedures.

TEXTBOOKS AND ACCOMPANYING MATERIALS

Atkinson. Medical Office Practice. 2nd edition. Cincinnati, OH: South-Western Publishing Company, 1976.

Bassett, Goodman, and Fosegan. Business Records Control. 5th edition. Cincinnati, OH: South-Western Publishing Company, 1980.

Blackledge, Blackledge, and Keily. The Job You Want: How to Get It. 2nd edition. Cincinnati, OH: South-Western Publishing Company, 1980.

Bredow, Becklin, and Sunnarborg. Medical Office Procedures. 2nd edition. New York: Gregg Division/McGraw-Hill Book Company, 1981.

Bredow, Becklin, and Sunnarborg. Medical Office Procedures, Instructor's Manual. 2nd edition. New York: Gregg Division/McGraw-Hill Book Company, 1981.

Byers. 10,000 Medical Words: Spelled and Divided for Quick Reference. New York: Gregg Division/McGraw-Hill Book Company, 1972.

Chapman, Your Attitude is Showing. Palo Alto, CA: Science Research Associates, Inc., 1977.

Conover, Berlye, and Gordon. Business Dynamics. Indianapolis, IN: Bobbs-Merrill Company, 1982.

Frye, Kline, Hubbard, and Moon. Medical Secretary-Receptionist Simulation Project. New York: Milady Publishing Corporation, 1979.

Frye, Kline, Hubbard, and Moon. Medical Secretary-Receptionist Simulation Project, Student Manual. New York: Milady Publishing Corporation, 1979.

Gorman and Krishnamaurty. Filing Medical Records, Medical Terminology: An Individualized Approach. New York: Cambridge Book Company.

How to Get and Hold a Job. (Apple or TRS-80). Chatsworth, CA: Opportunities for Learning.

Humphreys. Northside Medical Center, P.C.: The Medical Secretary. Cincinnati, OH: South-Western Publishing Company, 1980.

The Interview. (Apple or TRS-80). Cincinnati, OH: Opportunities for Learning, Inc.

Kahn, Yerian, and Stewart. Filing Systems and Records Management. 2nd edition. Hightstown, NJ: Gregg Division/McGraw-Hill Book Company, 1971.

Kushner and Kelly. How to Find and Apply for a Job. 3rd edition. Cincinnati, OH: South-Western Publishing Company, 1980.

McIntosh and Welter. The Legal Secretary: An Office Simulation. Cincinnati, OH: South-Western Publishing Company, 1977.

Popham, Schrag, and Blockhus. A Teaching-Learning System for Business Education. New York: McGraw-Hill Book Company, 1975.

Root and Byers. The Medical Secretary: Terminology and Transportation. 3rd edition. Hightstown, NJ: Gregg Division/McGraw-Hill Book Company, 1967.

Rudnitsky. Intensive Records Management. Cincinnati, OH: South-Western Publishing Company, 1980.

Saputo and Rutherford. Medical Secretary's Standard Reference Handbook. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1980.

Self Concept and Work. (Apple or TRS-80). Chatsworth, CA: Opportunities for Learning Inc.

Seraydarian. Metroplex Clinic: A Medical Typing Simulation. Atlanta, GA: Houghton Mifflin Company, 1980.

Siegfriend. Typing Medical Forms. Hightstown, NJ: Gregg Division/McGraw-Hill Book Company, 1969.

Smith and Davis. Medical Terminology: A Programmed Text. 4th edition. New York: John Wiley and Sons, 1981.

Stewart, Scharle, and Kahn. Progressive Filing. 9th edition. New York: John Wiley and Sons, 1981.

Zedlitz. Getting a Job. Cincinnati, OH: South-Western Publishing Company, 1981.

AUDIOVISUAL MATERIALS

Advancing on the Job. First for Basic Lifestyles, Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.

Applying for a Job. Film No. 85209. Audiovisual Services, Department of Education, P.O. Box 6Q, Richmond, Virginia 23216.

Basic Job Skills--Following Instructions. Film No. 25510. Audiovisual Services, Department of Education, P.O. Box 6Q, Richmond, Virginia 23216.

Basic Job Skills--Handling Responsibility. Film No. 15904. Audiovisual Services, Department of Education, P.O. Box 6Q, Richmond, Virginia 23216.

A Case in Point. Available from the American Medical Association.

Finding and Getting a Job. First for Basic Lifestyles, Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.

Getting a Job. First for Basic Lifestyles, Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.

Get That Job--Line Up Your Interiew. Film No. 68804. Audiovisual Services, Department of Education, P.O. Box 6Q, Richmond, Virginia 23216.

How to Write a Resume. Current Affairs, P.O. Box 426, 346 Ethan Allen Hwy., Ridgefield, Connecticut 06877.

Interview: Ready or Not. Film No. 07312. Audiovisual Services, Department of Education, P.O. Box 6Q, Richmond, Virginia 23216.

Is a Career in the Health Services for You? Film No. 00110. Audiovisual Services, Department of Education, P.O. Box 6Q, Richmond, Virginia 23216.

Job Interview--I Guess I Got the Job. Film No. 12510. Audiovisual Services, Department of Education, P.O. Box 6Q, Richmond, Virginia 23216.

Office Practice--Working With Others. Film No. 33409. Audiovisual Services, Department of Education, P.O. Box 6Q, Richmond, Virginia 23216.

Processing Mail. Milady Publishing Company, 3938 White Plains Rd., New York, New York 10467.

Telephone Manners. Film No. 53106. Audiovisual Services, Department of Education, P.O. Box 6Q, Richmond, Virginia 23216.

You and Your Job Interview. Guidance Associates, Communication Park, Box 300, Mount Kisco, New York 10549.

Your Job-Applying for It. Film No. 42609. Audiovisual Services, Department of Education, P.O. Box 6Q, Richmond, Virginia 23216.

Your Job--Finding the Right One. Film No. 42509. Audiovisual Services, Department of Education, P.O. Box 6Q, Richmond, Virginia 23216.

Your Job--Fitting In. Film No. 42409. Audiovisual Services, Department of Education, P.O. Box 6Q, Richmond, Virginia 23216.

Your Job--Getting Ahead. Film No. 42309. Audiovisual Services, Department of Education, P.O. Box 6Q, Richmond, Virginia 23216.

Your Job--You and Your Boss. Film No. 42109. Audiovisual Services, Department of Education, P.O. Box 6Q, Richmond, Virginia 23216.

ARTICLES, PAMPHLETS, BROCHURES

"At a Glance Claims Preparation -- We Want to Help." Physician's Service Report, Blue Shield of Virginia, P.O. Box 27401, Richmond, Virginia 23279.

Basic Skills in Job Application. Career Aids, Inc., 8950 Lurline Avenue, Dept. K5, Chatsworth, California 91311.

Basic Skills in Filling Out Forms. Career Aids, Inc., 8950 Lurline Avenue, Dept. K5, Chatsworth, California 91311.

"Best Ways for Handling the Mail." Medical Secretary's Guide. Parker Publishing Company.

Grooming for Employment. Local Office, Virginia Employment Commission.

Guidelines and Information on Implementation of AMA/CPT by Blue Shield of Virginia. Blue Shield, P.O. Box 27401, Richmond, Virginia 23279.

Merchandising Your Job Talents. Local Office, Virginia Employment Commission.

So You Want That Job. Local Office, Virginia Employment Commission.

What Students Should Know About Interviewing. Local Office, Virginia Employment Commission.

CURRICULUM GUIDES

Behavioral Objectives for Selected Units in Business Education. Hill and Schmidt (eds.), Virginia Department of Education, Richmond, Virginia, ED 095 418, 1975.

A Catalog of Performance Objectives, Criterion-Referenced Measures, and Performance Guides for Medical Assistant. Divison of Vocational Education and Curriculum Development Center for Kentucky, 1978.

Competency-Based Course Outlines for Business and Office Education: Basic Business Offerings. Division of Vocational Program Services, Virginia Department of Education, Richmond, Virginia, January, 1981.

Competency-Based Course Outlines for Business and Office Education: Secretarial, Stenographic, Typewriting, and Related Occupations. Division of Vocational Program Services, Virginia Department of Education, Richmond, Virginia, September, 1979.

Competency-Based Course Outlines for Business and Office Education: Specialized Occupational Offerings. Division of Vocational Program Services, Virginia Department of Education, Richmond, Virginia, January, 1982.

FBLA Co-Curricular Activities. (Division of Vocational Education,) Virginia Department of Education, Richmond, Virginia, September, 1976.

Guide for Integrating FBLA Into the Classroom. Division of Vocational Program Services, Virginia Department of Education, Richmond, Virginia, 1981.

Medical Secretary: A Catalog of Tasks, Performance Objectives, Performance Guides, Tools, and Equipment. Pennsylvania Department of Education, Harrisburg, Pennsylvania, April, 1981.

Medical Secretary/Medical Records Clerk Occupational Inventory. Associated Educational Consultants, Inc., Pittsburgh, Pennsylvania, 1980.

Program of Studies for Business Education. Division of Vocational Program Services, Virginia Department of Education, Richmond, Virginia, 1982.

Virginia Chapter Future Business Leaders of America Handbook. Division of Vocational Program Services, Virginia Department of Education, Richmond, Virginia, 1979.

As required by federal laws and regulations, the Virginia Department of Education does not discriminate on the basis of sex, color, race, religion, handicapping conditions, or national origin in employment or in its educational programs and activities.

The activity which is the subject of this report was supported in whole or in part by the U. S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Department of Education, and no official endorsement by the U. S. Department of Education should be inferred.